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ABSTRACT

This booklet is a revision of the original publication and provides a framework for developing art curriculum for K-12 programs in dance, music, theater arts, and visual arts. The frameworks consist of goals and objectives in each of these arts and are developed for K-2, 3-5, 6-8, and 9-12 grade levels. Features in this version include: (1) a strong emphasis on communicating, reading, writing, and, where plausible, mathematics throughout each arts curriculum; (2) integration of learning among the four arts areas and among other subject areas; (3) emphasis on critical and creative thinking; (4) greater focus on knowing about, understanding, and appreciating a variety of world cultures and historic periods; (5) ability to use knowledge, skills, and processes learned in the arts and apply them to other disciplines and to life beyond school; and (6) where appropriate, integration of concepts such as conflict resolution, teamwork, sensitivity to and tolerance of others and their views, heightened perceptual awareness, and synthesis of ideas to arrive at a logical deduction, and workforce preparedness. (Author/BB)

North Carolina Arts Education Standard Course of Study and Grade Level Competencies

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North Carolina

Arts Education Standard Course of Study and Grade Level Competencies

Acknowledgments	1
Preface	4
Philosophy	6
Purpose	8
Program Description	13
Suggested Courses of Study in Arts Education	18
Organization of the Curriculum	19
Dance	24
Dance K-2	27
Dance 3-5	37
Dance 6-8	48
Dance 9-12	59
Glossary	79
Music	84
Music K-2	87
Music 3-5	98
Music 6-8	111
Music 9-12	124
Glossary	158
Theatre Arts	164
Theatre Arts K-2	167
Theatre Arts 3-5	177
Theatre Arts 6-8	187
Theatre Arts 9-12	197
Glossary	214
Visual Arts	217
Visual Arts K-2	220
Visual Arts 3-5	230
Visual Arts 6-8	238
Visual Arts 9-12	248
Glossary	265

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- The Department of Public Instruction staff who carried the primary responsibility for revising and editing the curriculum, and
- The developers of the *National Standards for Arts Education* upon which the preface and other sections in this document are, to a considerable extent, based.

The current revision process involved on some level the entire arts education community, and the end product is a curriculum of which we can be proud. We will regularly revise and improve the curriculum to meet the needs of the students of North Carolina.

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PREFACE

Development Arts Education is a collective term that denotes learning and instruction in **four separately distinctive subject areas: dance, music, theatre arts and visual arts**. Therefore, *The North Carolina Arts Education Standard Course of Study* (SCS) was developed by four committees representing each of these areas. Once all the documents were in draft form, input was requested from selected representative teachers across the state, school and central office administrators, arts departments in higher education institutions, professional artists, other area consultants and administrators in the Department of Public Instruction, other state agencies, state arts education organizations, and other public individuals interested in providing input into the finished product. The resulting feedback was carefully considered by the committees and modifications were made where they were deemed beneficial. Every effort was made to address current education and curriculum issues.

Use This SCS is to be used to suggest what is comprised in the study of the four K-12 arts education programs. It has been generated to provide a foundation for teachers and curriculum specialists in each school system to develop classes or courses and instructional strategies.

Features This SCS features the following:

- There is a strong emphasis on communicating, reading, writing and math throughout each arts curriculum.
- Integration of learning both among the four arts areas and among other subject areas is stressed.
- Since the ability to do critical and creative thinking as well as complex problem solving and to use intuition are inherent parts of the arts process, importance has been placed upon the development of these abilities throughout the entire study in each arts area.
- There is a greater focus on knowing about, understanding and appreciating a variety of world cultures and historic periods.
- The ability to use knowledge, skills and processes learned in the arts and apply them to other disciplines and to life beyond school is reinforced.

- Where appropriate, concepts such as conflict resolution, teamwork, sensitivity to and tolerance of others and their views, heightened perceptual awareness, synthesis of ideas to arrive at a logical deduction, and work force preparedness are dealt with as integral aspects of the study.
-

Basis

This SCS is based on the current *National Standards for Arts Education* developed by the Consortium of National Arts Education Associations. These national standards describe what every young American should know and be able to do in the arts. The standards are the basis upon which a national assessment has been developed as part of the National Assessment of Educational Progress. In this document, the goal statements for each arts area are directly correlated with the national standards. Where applicable, the standards are noted by number in parenthesis under each goal statement. This will enable users to see the relationship between the goals and the national standards document. The *National Standards for Arts Education* may be purchased from MENC Publications Sales, 1806 Robert Fulton Drive, Reston, Virginia, 22091 (www.menc.org).

Intent

The intent of the *National Standards for Arts Education* along with the standard courses of study in dance, music, theatre arts and visual arts is that a comprehensive understanding of one or more of the arts be accomplished by each student throughout the K-12 program. The four area sections describe a thirteen-year program in each area that would result from effective instruction during each year from kindergarten to twelfth grade. The fact is that few students are able to have such a consistent and comprehensive experience in any area. It is more likely that individuals may be at different points along this continuum. The section for each arts discipline provides the means to determine students instructional levels and what studies they may need to pursue to achieve an appropriate and quality arts education experience at any given time throughout their tenure in public school.

PHILOSOPHY

Part of Life

The arts have been part of life from the very beginning. They have described, defined, and deepened human experience. All people have an abiding need for meaning--to connect time and space, experience and event, body and spirit, intellect and emotion. We create art to make these connections, to express the otherwise inexpressible. A society without the arts is unimaginable.

Connections

The arts connect each new generation to those who have gone before, equipping the newcomers in their own pursuit of the abiding questions: Who am I? What must I do? Where am I going? Simultaneously, the arts initiate change, challenging old perspectives from fresh angles of vision, or offering original interpretations of familiar ideas. The arts disciplines each provide their own unique ways of thinking. At another level, the arts are society's gift to itself, linking hope to memory, inspiring courage, enriching our celebrations, and making our tragedies bearable. The arts are a source of enjoyment and delight, providing the "Aha!" of discovery when we see ourselves in a new way, grasp a deeper insight, or find our imaginations refreshed. Every generation has been preoccupied with the arts because they bring us face to face with ourselves, and with what we sense lies beyond.

Embedded

The arts are deeply embedded in our daily life, often so deeply or subtly that we are unaware of their presence. The office manager who has never studied painting may nevertheless select a living-room picture with great care. A couple who would never think of taking in a ballet are nonetheless avid square dancers. The arts are everywhere in our lives, adding depth and dimension to the environment we live in, shaping our experience daily. The arts are a powerful economic force as well, from fashion, to the creativity and design that go into every manufactured product, to architecture, to the performance and

entertainment arts that have grown into multibillion-dollar industries. We cannot escape the arts--nor would we want to.

Inseparable

For all these reasons and many more, **the arts have been an inseparable part of the human journey;** indeed, we depend on the arts to carry us toward the fullness of our humanity. We value them for themselves, and because we do, we believe knowing and practicing

them is fundamental to the healthy development of children's minds and spirits. That is why, in any civilization--ours included--the arts are inseparable from the very meaning of the term "education." We know from long experience that *no one can claim to be truly educated who lacks basic knowledge and skills in the arts.*

If our civilization is to be both dynamic and nurturing, its success will ultimately depend on how well we develop the capacities of our children, not only to earn a living in our complex world, but to live a life rich in meaning. To achieve this quality of life requires a vital connection to one or more of the arts disciplines, which like any subject, demand discipline and study.

This document identifies what children must *know* and be able to *do* as a result of a comprehensive arts education. A mere nodding acquaintance with the arts is not enough to sustain children's interest or involvement in them. The arts will help them discover who they are, and what is even more important, who they can become.

PURPOSE

Benefits

Arts education benefits both student and society. Involving the “whole child” in the arts gradually teaches many types of literacy while developing intuition, sensitivity, reasoning, imagination, and dexterity. This process requires not merely an active mind but a trained one. Arts education helps students perceive and think in new ways. The arts also help provide and extend meaning. Because so much of a child's education in the early years is devoted to acquiring the skills of language and mathematics, children gradually learn, unconsciously, that the “normal” way to think is linear and sequential, that the pathway to understanding moves from beginning to end, from cause to effect. In this early mode, students trust those symbol systems (words, numbers, and abstract concepts) that separate the person from their experiences.

But the arts teach a different lesson by often starting in a different place. The arts cultivate the senses that trust the unmediated flash of insight as a legitimate source of knowledge. The arts connect person and experience directly, building bridges between verbal and nonverbal, logic and emotion--the better to gain an understanding of the whole. Both approaches are powerful; both are necessary. To deny students either is to disable them.

An education in the arts benefits society because students of the arts disciplines gain powerful tools for:

- **understanding human experiences**, both past and present;
- **teamwork and collaboration**;
- **making decisions** creatively when no prescribed answers exist;
- **learning to adapt to and respect** others' (diverse) ways of thinking, working, and expressing themselves;
- **learning problem recognition and problem solving**, involving expressive, analytical, and developmental tools to every human situation (this is why we speak, for example, of the “art” of teaching or the “art” of politics);
- **understanding the influence of the arts and their power** to create and reflect cultures, the impact of design on our daily life, and in the interdependence of work in the arts with the broader worlds of ideas

and action;

- **developing the essential senses** of sight, hearing, smell, taste, touch, and kinesthetics as intellectual, emotional, physical, creative, and expressive acts;
- **analyzing nonverbal communication and making informed judgments** about cultural products and issues; and
- **communicating effectively.**

In a world inundated with contradictory messages and meanings, arts education in one or more of the arts disciplines helps young people explore, understand, accept, and use ambiguity and subjectivity. In art as in life, there is often no clear or "right" answer to questions that are nonetheless worth pursuing ("Should the trees in this painting be a little darker shade of green?"). At the same time, study in any of the four art disciplines in the classroom bring excitement and exhilaration to the learning process. Study and competence reinforce each other; students become increasingly interested in learning, add new dimensions to what they already know, and want to learn even more. The joy of learning becomes real, tangible, powerful!

Value of the Arts

Perhaps most important, the arts have *intrinsic* value. They are worth learning for their own sake, providing benefits not available through any other means. To read Schiller's poem "Ode to Joy," for example, is to know one kind of beauty, yet to hear it sung by a great chorus as the majestic conclusion to Beethoven's Ninth Symphony is to experience beauty of an entirely different kind, an experience that for many is sublime. Because these deeply felt experiences transcend our daily reality, there is no substitute for the arts, which provide bridges to things we can scarcely describe, but respond to deeply. In the simplest terms, no education is complete without them.

The arts also contribute to education beyond their intrinsic value. Because each arts discipline appeals to different senses and expresses itself through different media, each adds a special richness to the learning environment. An education in the arts helps students learn to identify, appreciate, and participate in the traditional art forms of their own communities. As students imagine, create, and reflect, they are developing both the verbal and nonverbal abilities necessary for school progress. At the same time, the intellectual demands of the arts help students develop problem-solving abilities and such critical thinking skills as analyzing, synthesizing, and evaluating information. Numerous studies point toward a consistent and positive correlation

between a substantive education in the arts and student achievement in other subjects and on standardized tests. A comprehensive articulated arts education program also engages students in a process that helps them develop the self-esteem, self-discipline, cooperation, and self-motivation necessary for success in life.

**Connections
Between
the Arts,
Students
and the
World**

If education in the arts is to serve its proper function, each student must develop an understanding of such questions as these: What are the arts? How do artists work and what tools do they use? How do traditional, popular, and classical art forms influence one another? Why are the arts important to me and my society? As students seek the answers to these questions, they develop an understanding of the essence of each arts discipline, and of the knowledge and skills that enliven it. This does not imply that every student will acquire a common set of artistic values. Ultimately, students are responsible for their own values.

The affirmations below draw significant connections among the arts, the lives of students, and the world at large:

- The arts have both intrinsic and instrumental value; that is, they have worth in and of themselves and can be used to achieve a multitude of purposes (e.g., to present issues and ideas, to teach or persuade, to entertain, to design, plan, and beautify).
- The arts play a valued role in creating cultures and building civilizations. Although each arts discipline makes its unique contributions to culture, society, and the lives of individuals, their connections to each other enable the arts disciplines to produce more than any of them could produce alone.
- The arts are a way of knowing. Students grow in their ability to comprehend their world when they learn the arts. As they create dances, music, theatrical productions, and visual artworks, they learn how to express themselves and how to communicate with others.
- The arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.
- Lifelong participation in the arts is a valuable part of a life fully lived and should be cultivated.
- Appreciating the arts means understanding the interactions among the various professions and roles involved in creating, performing, studying, teaching, presenting, and supporting the arts, and in

appreciating their interdependent nature.

- Awakening to folk arts and their influence on other arts deepens respect for one's own and for others' communities.
- Openness, respect for work, and contemplation when participating in the arts as an observer or audience member are personal attitudes that enhance enjoyment and ought to be developed.
- The arts enhance and sharpen one's abilities to inquire and express.
- Because the arts offer the continuing challenge of situations in which there is no standard or approved answer, those who study the arts become acquainted with many perspectives on the meaning of "value."
- The modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.
- Attributes such as self-discipline, the collaborative spirit, and perseverance, which are so necessary to the arts, can transfer to the rest of life.
- The arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.
- Each person has a responsibility to advance civilization. The arts encourage taking this responsibility and provide skills and perspectives for doing so.

As students work at meeting artistic challenges, they are preparing to make their own contributions to the nation's culture. The more students live up to these high expectations, the more empowered our citizenry will become. Helping students grow in the arts is one of the best possible investments in the future of our country and civilization.

Access

All students deserve access to the rich education and understanding that the four arts disciplines provide, regardless of their background, talents, or disabilities. In an increasingly technological environment overloaded with sensory data, the ability to perceive, interpret, understand, and evaluate such stimuli is critical. The arts help all students to develop multiple capabilities for understanding and deciphering an image- and symbol-laden world. Thus, the arts should be an integral part of the general education for all students. In particular, students with disabilities, who are often excluded from arts programs, can derive great benefit from them--and for the same

reasons that studying the arts benefits students who are not disabled. As many teachers can testify, the arts can be a powerful vehicle--sometimes the best vehicle--for reaching, motivating, and teaching a given student. At the same time, there is a continuing need to make sure that all students have access to the learning resources and opportunities they need to succeed. Thus, as in any area of the curriculum, providing a sound education in the arts will depend in great measure on creating access to opportunities and resources.

In this context, the idea that all education in the arts is just for "the talented," and not for "regular students" or those with disabilities, can be a stumbling block. The argument that relegates the arts to the realm of passive experience for the majority, or that says a lack of "real talent" disqualifies most people from learning to draw, play an instrument, dance, or act, is quite simply *wrong*. Clearly, students have different aptitudes and abilities in the arts, but differences are not disqualifications. An analogy may be helpful. We expect mathematical competence of all students because knowledge of mathematics is essential to shaping and advancing our society, economy, and civilization. Yet no one ever advances the proposition that only those who are mathematically "talented" enough to earn a living as mathematicians should study long division or algebra. Neither, then, should talent be a factor in determining the place or value of the arts in an individual's basic education.

PROGRAM DESCRIPTION

Critical Elements

Comprehensive programs in each of the four arts disciplines can make a difference because they speak powerfully to two fundamental issues that pervade all of education--quality and accountability. They help ensure that the study of the arts is disciplined and well-focused, and that arts instruction has a point of reference for assessing its results.

The following concepts are critical to consider when implementing an arts education program.

- Arts education is not a hit-or-miss effort but a **sequenced, comprehensive learning across four arts disciplines**, each including its own skills, knowledge, and techniques. This offers the student a means of communication and modes of thought and action. Each discipline also provides rich and complex points of view on the world and human experience. It offers analytical and theoretical perspectives, a distinct history, varied interpretations, as well as innumerable connections to all human activity.

All basic subjects, including the arts, require more than mere "exposure." It needs **focused time for sequential study, practice, and reflection**. While valuable, a once-a-month visit from an arts specialist, visits to or from professional artists, or arts courses for the specially motivated do not qualify as basic or adequate instruction. They certainly cannot prepare all students in a comprehensive way. When children move beyond the "exposure" level toward proficiency in an arts discipline, the basic processes of creating, performing, producing, thinking, perceiving, and responding in one context are utilized in other curriculum areas. The child who learns reading through one or more areas of the arts will also improve in reading in other subject areas. Just so, the child who learns to see with an artist's eye, hear with the musician's ear, dramatize the playwright's vision, or tell a story with the body's movement has acquired a tool that can enrich and enliven all learning, whether in an arts discipline, other subject areas or beyond.

- Instruction in the arts **must occur through a hands-on orientation** (i.e., students should be continually involved in the work, practice, and study required for effective and creative engagement in all disciplines.) The arts encompass an expressive, therapeutic approach to learning whereby psychological/physiological needs of the whole

child are met. Content and process are emphasized for each child since he or she is viewed as a unique individual.

- Students should learn about the diverse cultural and historical heritages of the arts. Our culture is a rich mix of people and perspectives, drawn from many cultures, traditions, and backgrounds. That diversity provides students with a distinctive learning advantage: they can juxtapose unique elements of their individual cultural traditions with elements that have been embraced, incorporated, and transformed into a shared culture. In the process, they **learn that diverse heritages are accessible to all**. Our cultural diversity is a vast resource for any arts discipline, and should be used to help students understand themselves and others. The different art forms provide a variety of lenses for examining the cultures and artistic contributions of our nation and others around the world.

**Significance
to
Education**

Students should learn that **each art form has its own characteristics and makes its own distinctive contributions**; that it has its own history and heroes. Students need to learn the profound connections that bind the arts to one another and to other curriculum areas, as well as the connections between particular artistic styles and the historical development of the worlds' cultures. Students also need to understand that art is a powerful force in the everyday life of people around the world, who design and make many of the objects they use and enjoy.

It is therefore essential that those who construct any of the **arts curricula attend to issues of ethnicity, national custom, tradition, and gender, as well as to the artistic elements and aesthetic responses that transcend and universalize such particulars**. The polyrhythmic choreography of Native American dancing, the incomparable vocal artistry of a Jessye Norman, and the intricate calligraphy of Japanese and Arabic artists are, after all, more than simply cultural artifacts; they are part of the world's treasure house of expression and understanding. As such, they belong to every human being and should be used to develop basic knowledge and skills in the various arts disciplines.

**Content
Integration**

Arts education should promote interdisciplinary study; and integration among and across the arts and other disciplines. Those connections are of two kinds and should not be confused.

Correlations, the first kind, show specific similarities or differences. A simple example is the correlation between music and mathematics. Clearly evident in the structure of both are such elements as counting, intervals, and consistent numerical values. More complex examples

could involve studies based on such areas as aesthetics, sociology, or historic periods, in which texts, interpretations, and analyses of two or more art forms are compared and contrasted.

The other kind, **Integration**, is different from correlation. Instead of placing different subjects side by side to compare or contrast them, integration uses the resources of two or more disciplines in ways that are mutually reinforcing, often demonstrating an underlying unity. A simple example of integration within the arts is using combinations of visual effects and words to create a dramatic mood. At a more complex level involving the study of history, other examples of integration might be how American theatre in the period 1900-1975 reflected shifts in the American social consciousness, or how the sacred and secular music of African-Americans contributed to the civil rights movement.

Because forging these kinds of connections is one of the things the arts do best, they can and should be **taught in ways that connect them to each other and to other subjects**. Significantly, building connections in this way gives students the chance to understand wholes, parts, and their relationships. The high school student of world history who has learned something about the visual arts of Japan will understand the politics of the Tokugawa shoguns far better than a classmate who knows nothing of how the art of Japan reflects that country's core values. But one point is basic. Correlation, integration, and similar approaches to learning are first of all a matter of knowledge and

competence within each of the arts disciplines, which must be maintained in their full integrity.

Technology

Technology is a force not only in the economy but in the arts as well. The use of **technology in arts instruction is meaningful only to the degree that it contributes to competence**, and that contribution comes through instruction and study. New technologies make it possible to try out a host of possibilities and solutions, and obtain information. Success should be measured by how well students achieve artistic and intellectual objectives, not alone by how adept they are in using a given arts technology. The use of technology should increase their ability to synthesize, integrate, and construct new meanings from a wealth of new resources and information so that they understand the relationships among technical means, artistic technique, and artistic goals.

Cognitive Skills

The development of **problem-recognition/problem-solving, and creative and higher-order thinking skills** should be taken seriously in arts education as necessary skills to be taught and learned for success in life and work.

Assessment

A comprehensive arts education **program should provide a foundation for educational assessment on a student-by-student basis**. One of the substantial advantages offered by this program is that it combats the uninformed idea that the arts are an "academically soft" area of study. People unfamiliar with the arts often mistakenly believe that excellence and quality are merely matters of opinion ("I know what I like"), and that one opinion is as good as another.

The arts are cognitive, they have "academic" standing. They say there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same thing as education. They affirm that discipline and rigor are the road to achievement. And they state emphatically that all these things can in some way be measured--if not always on a numerical scale, then by informed critical judgment. Although certain aspects of learning in the arts can be measured adequately by traditional paper-and-pencil techniques or demonstrations, many skills and abilities can be properly assessed only by using subtle, complex, and nuanced methods and criteria that require a sophisticated understanding. Assessment measures should incorporate these subtleties, while at the same time making use of a broad range of performance tasks.

What Students Should Know and Be Able to Do in the Arts at the Completion of Secondary School

There are many routes to competence in the arts disciplines. Students may work in different arts at different times. Their study may take a variety of approaches. Their abilities may develop at different rates. Competence means the ability to use an array of knowledge and skills. Terms often used to describe these include creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Competence demands capabilities with these elements and understanding of their interdependence; implied also is the ability to combine the content, perspectives, and techniques associated with the various elements to achieve specific artistic and analytical goals. Students work toward comprehensive competence from the very beginning, preparing in the lower grades for deeper and more rigorous work each succeeding year. As a result, the experience of the arts matures through learning and the pride of accomplishment.

Students should know and be able to do the following by the time they have completed secondary school:

- They should **be able to communicate at a basic level in the four arts disciplines** -- dance, music, theatre arts, and visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.

- They should **be able to communicate proficiently in at least one art form** including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- They should **be able to develop and present basic analyses of works of art** from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.
- They should **have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods**, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.
- They should **be able to relate various types of arts knowledge and skills within and across the arts disciplines**. This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related project.

From developing these capabilities, students arrive at their own knowledge, beliefs, and values for making personal and artistic decisions. In other terms, they can arrive at a broad-based, well-grounded understanding of the nature, value, and meaning of the arts as a part of their own humanity. The following diagram suggests a course of study for arts education.

SUGGESTED COURSES OF STUDY IN ARTS EDUCATION

K-2	3-5	6-8	9-12
Creative Dance	Creative Dance	Creative/Modern Dance	Dance I, II, III, IV
General Music	General Music	General Music	General Music Instrumental Music I, II, III, IV Vocal Music I, II, III, IV
Creative Drama	Creative Drama	Creative Drama	Theatre Arts I, II, III, IV
Visual Arts	Visual Arts	Visual Arts	Visual Arts I, II, III, IV

ORGANIZATION OF THE CURRICULUM

In the North Carolina Arts Education Standard Course of Study, the curriculum for each arts area is organized by an overall introductory section, grade span transition sections, grade level focus boxes, strands, competency goals with grade level objectives, and a glossary for each arts area.

Headings

The headings consist of the area of study with the grade level or course title. This information will be capitalized in bold type at the top center of each page and read for example, ARTS - Grade 3.

Transition Sections

These sections address major emphases, important concepts or other information specific to each grade span: K-2, 3-5, 6-8, and 9-12.

Focus Boxes

Rectangular boxes at the beginning of each grade section or course in each of the arts areas, will contain focus information. The information for kindergarten through eighth grade will appear as bullets that list, as concisely as possible, major features of the curriculum at each specific grade. For grades 9-12, the information describes each course at the high school level in narrative form.

Strands

Strands define the major elements of the subject that are relevant across grade levels and provide unifying threads of understanding supported by the goals and objectives. These elements change for each arts discipline and may differ for various grade spans. This section begins with the word “Strands:” in bold type at the left side of the page.

Competency Goals

Competency goals are broad statements of general direction or purpose for each arts education program. These are in bold type and numbered “COMPETENCY GOAL 1, 2, etc.” and start with the words, “The learner will” The goals are the same for all grade levels and courses in each area of arts education.

Objectives

Objectives are specific statements of what the student will know or be able to do in each arts discipline which are observable and measurable learning targets contributing to the attainment of the broader goal.

These sections come under the goals and begin with a heading in bold print at the left of the page and entitled "Objectives" with the objectives following underneath and numbered "1.01, 1.08, 1.13, etc." The objectives are stated as phrases which start with a capitalized verb such as Apply, Describe, Perform, Demonstrate, etc. as if completing the sentence "The learner will know or be able to"

Because the objectives are developed for each grade level and high school course, some of them are repeated as appropriate at ensuing grade or course levels to suggest continuation of study or ongoing advancement of knowledge and/or skills. However, when this occurs, the intent is that the content, instruction, student outcomes and methods of evaluation should increase in sophistication at each succeeding grade or course level.

Glossary

The glossary for each arts area is a list of definitions for all words used in this document that are relevant to the arts discipline but not necessarily in common use or that warrant a definition specific to this particular body of knowledge.

DANCE

Basis for Dance

Dance has existed since the beginning of humankind. Before verbal or written communication existed, humans used movement to communicate and to help them comprehend, shape, and make meaning of their world. Moving rhythmically is innate. Because movement as a form of self-expression is intrinsic to our existence as human beings, dance is included as part of a comprehensive education. Young children revel in their own ability to move. Dance is a natural vehicle that children use to help them understand themselves and the world in which they live.

Dance Program

Dance education helps students use movement to creatively express meaning. It provides students with a way of kinesthetically learning and communicating. The dance program is designed to teach students fundamentals in dance and choreography, and to help students develop self-discipline and focus.

Through dance, students come to appreciate rich and diverse cultures, beliefs, and societies. As students examine the role of dance throughout history and in different cultures, they learn to respect diversity. Dance helps people connect with one another and exists in all cultures and places.

Learning Needs

A quality K-12 dance program addresses the learning needs of the whole child. Studies in dance address the physical, emotional, social, intellectual, and aesthetic development of children. Movement engages students by providing a hands-on approach to the learning experience. Dance study allows for all learners to be successful as it addresses various learning styles and intelligences.

Performances are a by-product, but are not the primary goal of dance education. Performances are the outcome of the creative process. This process helps students develop the ability to think critically. Through the process of creating, students are able to be imaginative, and approach things in new or different ways. Students develop their own aesthetic criteria, and evaluate and validate their work and the choices they make. Students also look outside of themselves, discovering and developing respect for the efforts and work of others.

**Content
Integration**

Content integration is a natural component of the dance program. Students apply and synthesize knowledge of dance in relation to other content areas. The dance program allows students to use movement as a means for exploring ideas and concepts, which is especially important for bodily/kinesthetic learners.

Technology

Students use technology in a variety of ways as a tool to explore dance. Compact disc and cassette players are used to provide music for accompaniment to dance. Video recordings help bring the world of dance into the classroom, allowing students to see the wide scope of dance choreography that exists, and introducing students to people and events that have shaped dance history. Videotaping and photography enable students to chart their own development and self-evaluate. The internet and computer software provide students with the opportunity to study dance in many ways including the creation and recording of original choreography.

Assessment

Assessment is an integral part of instruction. A combination of teacher, peer, and self-assessment should be employed. The method of assessment used will depend on the purpose of the assessment. Appropriate assessment must be authentic and linked to learning targets that are identified in the North Carolina *Standard Course of Study*. Student assessment will take place in many forms including observation, questioning, discussion, rubrics, checklists, written products, and movement/performance assessments. Students may keep written and/or video portfolios as part of their study in dance. The assessment process is ongoing, as part of the teaching and learning cycle, and should be used to diagnose, monitor, and summarize student learning.

**Course of
Study**

The North Carolina *Standard Course of Study* (SCS) provides a comprehensive framework for dance in the public schools. The SCS communicates what students should know and be able to do as a result of instruction at each grade level or from a course. Content and skills that are not limited to particular materials or methodology, but that can be delivered through multiple approaches and materials are described. Specific teaching strategies, materials, and other information will be addressed in optional support documents rather than in the SCS.

The competency goals for the SCS incorporate the standards from the *National Standards for Arts Education*, which was developed by the Consortium of National Arts Education Associations. The curriculum for each grade level and course includes a heading, foci, strands, competency goals, and objectives.

This SCS is organized in a grade-by-grade (K-8) and course-by-course (9-12) format. Because of the broad base of knowledge and skills involved in creating, performing, responding to, and understanding dance, experiences and learning must occur in a sequential manner. The SCS is organized as a sequential program of study, with each grade span building on what students have learned before. Due to the reality that students may enter studies in dance at various grade levels, teachers will need to adapt objectives accordingly for students who have received no prior education in dance. Students at the high school level will have the option of studying dance as an area of interest, or specializing in studies to prepare them for a career in dance.

Strands

The strands define the major elements of dance that are relevant across grade levels and provide unifying threads of understanding supported by the goals and objectives of the SCS.

Creating, Performing, Responding, and Understanding are the strands in which all aspects of dance can be defined:

- **Creating:** Refers to expressing ideas and feelings through improvising, composing, or choreographing dance.
 - **Performing:** Refers to presenting or demonstrating, informally or formally; a process that calls upon the technical, expressive, and interpretive skills of the learner.
 - **Responding:** Refers to observing, describing, analyzing, critiquing, and evaluating dance.
 - **Understanding:** Refers to synthesizing knowledge of dance in relation to history, culture, heritage, other content areas, ideas, and life-long learning.
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DANCE K-2

Characteristics of the Young Elementary School Student

The primary school years are a period of tremendous adjustment and growth. Students are transitioning from the home or pre-school setting to a more structured school setting. Although the school setting is fairly new to most, children in grades K-2 are filled with wonder about themselves and the world around them. They are usually eager to try new things, and have the ability to create with few inhibitions. Thus, the K-2 dance program provides an experiential environment.

The Learning Experience

The K-2 dance program is designed to encourage children's natural enthusiasm for movement. For many children, this is their first experience with any type of structured dance class. Initially, young children must discover their own movement potential.

Although children this age have an immense capacity for creativity, they have not developed movement skills in dance. Therefore, technique is not emphasized at this level, although groundwork is laid through the development of kinesthetic awareness and self-management. Primarily, students learn to recognize and demonstrate the basic dance elements of time, space, and energy/dynamics. Through the process of exploration, students discover how to utilize these elements to arrive at multiple solutions to creative movement problems.

Content Integration

Content integration is a natural way for young children to make meaning of their world. The ideal elementary program provides rich integration in the areas of English Language Arts, Mathematics, Science, Social Studies, and other content areas both within and outside of the arts. Dance can be a vehicle for understanding major concepts that occur across content areas such as patterns, cycles, and processes. Dance movement reinforces and helps teach counting and grouping skills, emerging literacy skills such as letter recognition and formation, writing skills, and character education.

Presentations

Many young children are creatively uninhibited, and tend to be more eager to perform their accomplishments in front of a willing audience. The desire to present their learnings is a normal progression. It is the creative process that encourages students to share, analyze, and evaluate their own work, and the work of others.

An informal sharing is a developmentally appropriate performance experience for young children. An informative performance, or "informance" may be used to demonstrate the process for how students arrive at the product or performance as a result of instruction, rather than focusing solely on the end result. These settings provide unique opportunities to define the roles of the performers and audience members. Children learn how to respond to dance appropriately. In addition, the experience helps them to build confidence and pride in their work.

**Program
Continuity**

Throughout the curriculum key objectives progress from one grade level to the next using a similar succession: exploration, identification, utilization, and evaluation. Some objectives, which do not appear to follow the same progression, recur at different grade levels for the purpose of reinforcement and extension. In addition, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is necessary. Teachers should modify objectives appropriately to meet the instructional and development needs of each student. The K-2 dance program prepares students to continue dance studies at the upper elementary level.

DANCE - Kindergarten

Kindergarten is the entry level for study in dance. Learning is primarily experiential. The focus areas at this level include:

- Beginning to develop kinesthetic awareness.
- Beginning to explore the elements of dance and basic components of choreography.
- Recognizing dance as a form of human expression that can be enjoyed by all.
- Beginning to make connections between dance and other content areas.
- Developing the ability to participate appropriately in movement activities and as audience members.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Identify body parts and range of motion.
- 1.02 Demonstrate the element of space in dance through exploration: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction, and pathways.
- 1.03 Demonstrate the element of time in dance through exploration: tempo and rhythm.
- 1.04 Demonstrate the element of energy/dynamics in dance through exploration.

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Demonstrate the difference between spontaneous and planned movement.
- 2.02 Demonstrate patterns in dance.
- 2.03 Demonstrate that dance has a beginning, middle, and end.
- 2.04 Improvise movement based on own ideas and ideas from other sources.
- 2.05 Move alone and with others.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Express ideas, feelings, and stories through dance movement.
- 3.02 Respond to dance movement experiences in a variety of ways.
- 3.03 Identify similarities and differences between dance and other forms of human movement.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.01 Demonstrate at least one solution to a given creative movement problem in dance.
- 4.02 Identify similarities and differences in dance movement sequences.
- 4.03 Evaluate dance movement sequences.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Identify the existence of dance in communities and cultures.
- 5.02 Identify and explore dances from various cultures.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

- 6.01 Demonstrate self-awareness through dance movement activities.
- 6.02 Identify that dance requires concentration.
- 6.03 Identify how warming-up enhances the ability to dance.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Identify connections between dance and one other content area.
- 7.02 Identify various applications of technology in dance.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

- 8.01 Show respect and appreciation for the dance movement efforts of others.
- 8.02 Demonstrate ways that one can be involved through dance as a performer and as an audience member.

DANCE - Grade 1

The study of dance is cumulative and sequential to include learning from the previous grade level. Learning at this grade level is primarily experiential. The focus areas at this level include:

- Developing increasing kinesthetic awareness
- Experimenting with the elements of dance
- Beginning to create dance using basic components of choreography
- Participating in dance as a form of human expression
- Continuing to make connections between dance and other content areas
- Participating appropriately in movement activities and as audience members

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Demonstrate kinesthetic awareness through identification of body parts and range of motion.
- 1.02 Demonstrate and explore the element of space in dance: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction, and pathways.
- 1.03 Demonstrate and explore the element of time in dance: tempo and rhythm.
- 1.04 Demonstrate and explore the element of energy/dynamics in dance.

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Demonstrate and identify the differences between spontaneous and planned movement.
- 2.02 Demonstrate patterns in dance.
- 2.03 Demonstrate and identify beginning, middle, and end in dance.
- 2.04 Improvise and create movement based on own ideas and concepts from other sources.
- 2.05 Demonstrate working alone and with others in movement exploration.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Show ideas, feelings, and stories through dance movement.
- 3.02 Discuss various dance movement experiences.
- 3.03 Identify and demonstrate similarities and differences between dance and other forms of human movement.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.01 Demonstrate at least two different solutions to a given creative movement problem.
- 4.02 Identify similarities and differences in movement sequences.
- 4.03 Evaluate dance movement sequences.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Discuss the role of dance in celebrations and events.
- 5.02 Identify and explore dances from various cultures.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

- 6.01 Demonstrate self-awareness through dance movement activities.
- 6.02 Demonstrate concentration and focus during dance movement activities.
- 6.03 Identify and describe healthy practices including the importance of warm-ups to enhance the ability to dance.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Identify connections between dance and at least two other content areas.
- 7.02 Identify and explore various applications of technology in dance.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

- 8.01 Describe and show respectful behaviors toward others in dance movement experiences.
- 8.02 Identify the role of an audience member when creating or performing dance movement.
- 8.03 Identify and demonstrate appropriate behavior when creating, performing, or viewing dance movement.

DANCE - Grade 2

The study of dance is cumulative and sequential to include learning from previous grade levels. Learning at this grade level is primarily experiential. The focus areas at this level include:

- Developing increasing kinesthetic awareness
- Demonstrating the elements of dance
- Creating dance, alone and with others, using basic components of choreography
- Participating in dance as a form of human expression
- Continuing to make connections between dance and other content areas
- Participating appropriately in movement activities
- Recognizing that audience members critique dance using various methods

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Demonstrate kinesthetic awareness.
- 1.02 Demonstrate and identify the element of space in dance: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction, and pathways.
- 1.03 Demonstrate and identify the element of time in dance: tempo and rhythm.
- 1.04 Demonstrate and identify the element of energy/dynamics in dance.

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Demonstrate the differences between spontaneous and planned movement.
- 2.02 Create and perform patterns in dance.
- 2.03 Create simple movement sequences using beginning, middle, and end; identify each of these parts of the sequence.
- 2.04 Improvise, create, and perform dance sequences using ideas and concepts from other sources.
- 2.05 Demonstrate the ability to work effectively alone and with a partner.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Identify and demonstrate ideas, feelings, and stories through movement or gestures.
- 3.02 Identify and explain reactions to movement experiences.
- 3.03 Demonstrate and explain similarities and differences between dance and other forms of human movement.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.01 Demonstrate three or more different solutions to a given dance movement problem.
- 4.02 Identify and describe similarities and differences in dance movement sequences.
- 4.03 Evaluate dance movement sequences.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Describe the various roles of dance in communities and cultures.
- 5.02 Identify and demonstrate dances from various cultures and historical periods.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

- 6.01 Identify and demonstrate safe practices during dance movement activities.
- 6.02 Demonstrate ability to self-monitor concentration and focus during dance movement activities.
- 6.03 Explain healthy practices which enhance the ability to dance including the importance of warm-ups and nutrition.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Explain connections between dance and at least three other content areas.
- 7.02 Use technology as a tool for creating and exploring dance.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

- 8.01 Show respect and appreciation for the dance movement efforts of others.
- 8.02 Identify the roles of audience members and performers when viewing dance.
- 8.03 Identify and demonstrate appropriate behavior when creating, performing, or viewing dance.

DANCE 3-5

Characteristics of the Upper Elementary School Student

The upper elementary student is more comfortable in the structure of the school environment. At this age, students appear confident and eager to take on new tasks and challenges. One of the greatest challenges involves group dynamics. Charged with the task of defining their roles, students begin to recognize how groups interact. The 3-5 dance program provides opportunities for students to explore dancing alone and as part of a group.

The Learning Experience

The 3-5 dance program is designed to reinforce the experiential learning of the primary grades, as well as to create a foundation for further dance study as children progress to middle school. Students refine the use of space, time, and energy in grades 3-5. Greater emphasis is placed upon problem solving and working cooperatively with others in the dance process. Lessons may have a thematic focus based on content from other subject areas and/or related to the children's individual interests or developmental levels. Students continue to create, perform, analyze, and evaluate their work, and begin to understand dance as an art form.

Content Integration

Content integration is a natural way for children to organize and understand their world. The elementary dance program provides rich opportunities for students to study dance in relation to other content areas. Dance can also be a vehicle for helping children understand major concepts such as patterns, cycles, and processes. Dance can help students understand cultural diversity, the writing process, mathematical reasoning and concepts, the scientific process, character traits, and the impact of technological advances on dance.

Presentations

Presentation of work is a natural progression in the study of dance. Students will have opportunities to demonstrate their work in many venues in the elementary school. Presentations may take place in the form of informal sharing within the classroom for partners, small groups, the whole class, or in the form of formal stage presentations for a larger audience. The learning experience is the focus of these presentations even though a final product may be produced.

Informances may demonstrate the process for how students arrive at the product or performance as a result of instruction. These experiences provide opportunities to define the roles of performers and audience members, teach

students to respond to and critique dance appropriately, and help children to build confidence and pride in their work.

**Program
Continuity**

Throughout the curriculum key objectives progress from one grade level to the next using a similar succession: exploration, identification, utilization, and evaluation. Some objectives, which do not appear to follow the same progression, recur at different grade levels for the purpose of reinforcement and extension. In addition, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is necessary. Teachers should modify objectives appropriately to meet the instructional and development needs of each student. The 3-5 dance program prepares students to continue dance studies at the middle school level.

DANCE - Grade 3

The study of dance is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating increased kinesthetic awareness
- Utilizing the elements of dance
- Developing partner skills
- Utilizing the basic components of choreography to create and perform dance sequences
- Expressing ideas, feelings, or stories through movement
- Continuing to make connections between dance and other content areas
- Participating appropriately during cooperative and movement activities
- Critiquing and evaluating the work of self and others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Demonstrate increasing kinesthetic awareness.
- 1.02 Utilize and elaborate on the element of space in dance.
- 1.03 Utilize and elaborate on the element of time in dance.
- 1.04 Utilize and elaborate on the element of energy/dynamics in dance.
- 1.05 Observe and describe the inter-relatedness of dance elements in a brief movement study.

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Compare and contrast the differences between spontaneous and planned movement.
- 2.02 Create a sequence with a beginning, middle, and end both with and without accompaniment.
- 2.03 Demonstrate and develop the following partner skills: copying, leading and following, mirroring.
- 2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
- 2.05 Create a dance phrase and accurately repeat it.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Create movements to express ideas, feelings, or stories.
- 3.02 Discuss interpretations of and reactions to a dance.
- 3.03 Create dance movements from pedestrian movements.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.01 Create and explore multiple solutions to a given movement problem.
- 4.02 Discuss and explore movement similarities and differences in dance sequences.
- 4.03 Evaluate dance in multiple ways.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Compare and contrast dances from various cultures and historical periods.
- 5.02 Perform dances from various cultures and historical periods.
- 5.03 Identify various ways in which people respond to their environments through dance.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

- 6.01 Demonstrate safe and respectful practices during movement activities.
- 6.02 Identify at least one personal goal to improve oneself as a dancer.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Investigate connections between dance and other content areas.
- 7.02 Use technology as a tool for exploring and creating dance.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

- 8.01 Define the role of an audience and performer in dance.
- 8.02 Define and demonstrate appropriate behaviors while watching, creating, or performing dance.
- 8.03 Identify and explore various opportunities for involvement with dance.

DANCE - Grade 4

The study of dance is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Exhibiting increased kinesthetic awareness
- Utilizing the elements of dance to choreograph dance sequences
- Discovering how people in various cultures and historical periods have communicated through dance movement
- Using dance to illustrate concepts or ideas from other content areas
- Working effectively within a group in the creation and performance of dance compositions
- Critiquing and evaluating the work of self and others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Exhibit kinesthetic awareness: control, concentration, focus, and clarity of movement.
- 1.02 Combine more than one element of dance to create dance sequences.
- 1.03 Observe and describe the dance elements in various dance movement studies.

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Use improvisation to discover and invent dance.
- 2.02 Create and perform a sequence with a beginning, middle, and end both with and without accompaniment. Identify each of these parts in the sequence.
- 2.03 Demonstrate the ability to work independently and cooperatively.
- 2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
- 2.05 Create a dance phrase, accurately repeat it, then vary it by making changes in the elements of dance.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Create and present simple dance sequences that convey meaning.
- 3.02 Explain interpretations of and reactions to a dance.
- 3.03 Demonstrate ways to create dance movements from pedestrian movements.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.01 Create and explore multiple solutions to a given movement problem.
- 4.02 Choose one solution to a movement assignment and justify the reasons for that choice.
- 4.03 Devise and employ various ways to evaluate dance.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Investigate the impact of historical events and significant contributors on the development of dance.
- 5.02 Investigate aspects of dance in various cultures and historical periods.
- 5.03 Reproduce a dance using available resources; describe the cultural and/or historical context.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful /living. (National Standard 6)

Objectives

- 6.01 Explain how health and safety practices enhance a dancer's ability to dance.
- 6.02 Identify at least three personal goals to improve oneself as a dancer.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Identify concepts which occur between dance and other content areas including English Language Arts, Mathematics, Science, Social Studies, Music, Theatre Arts, and Visual Arts.
- 7.02 Create a dance sequence that demonstrates understanding of a concept or idea from another content area.
- 7.03 Respond to a dance using another art form; explain the relationship between the dance and the response.
- 7.04 Use technology as a tool for exploring and creating dance.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

8.01 Define the role of an audience and performer in dance.

8.02 Identify and explore various opportunities for involvement with dance.

DANCE - Grade 5

The study of dance is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Applying and utilizing kinesthetic awareness
- Combining the elements of dance in composition
- Creating and performing movement sequences that convey meaning
- Recognizing the inter-relatedness of dance, cultures, and historical periods
- Producing choreography that illustrates concepts or ideas from other content areas
- Understanding dance as an art form
- Selecting and utilizing evaluation tools for dance

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Apply and utilize kinesthetic awareness in development of movement skills and dance techniques.
- 1.02 Combine the elements of space, time, and energy/dynamics to create dance sequences with a variety of themes and concepts.
- 1.03 Observe and describe the dance elements in various dance movement studies using appropriate movement/dance vocabulary.

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Use improvisation to create dance sequences.
- 2.02 Identify and utilize transitions in dance sequences.
- 2.03 Demonstrate the ability to work alone and cooperatively in a small group during the choreographic process.
- 2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
- 2.05 Identify and explore various compositional structures and/or forms of dance.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Create and perform movement sequences that convey meaning.
- 3.02 Identify and examine factors which can affect the interpretation of a dance.
- 3.03 Identify and demonstrate differences between gesture/pantomime/acting, and dance.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.01 Compare, contrast, and demonstrate multiple solutions to a given dance movement problem.
- 4.02 Examine multiple solutions to a dance movement problem and choose one solution based on given criteria.
- 4.03 Analyze a dance composition in terms of more than one element of dance.
- 4.04 Select and utilize ways to evaluate dance.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Explain the impact of historical events and significant contributors on the development of dance.
- 5.02 Explain aspects of dance in various cultures and historical periods.
- 5.03 Create a dance reflecting characteristics of a particular culture or historical period.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

- 6.01 Summarize multiple examples of healthy practices in dance.
- 6.02 Select and monitor a personal goal to improve oneself as a dancer.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Summarize two or more concepts which occur across dance and more than one other content area.
- 7.02 Create a dance project that integrates understanding of a concept or idea from another content area.

- 7.03 Respond to dance using another art form; justify the relationship between the dance and the response.
- 7.04 Use technology as a tool for exploring and creating dance.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

- 8.01 Define and explain the role of an audience and performer in dance.
- 8.02 Identify and explore various opportunities for involvement with dance.

DANCE 6-8

Characteristics of the Young Adolescent

The period of adolescence is one marked by incredible change. Students in grades 6-8 are changing physically, socially, emotionally, and intellectually. During this time in their lives, adolescents are struggling to define themselves as individuals and in relation to others. They begin to question the role of adults in their lives, and their peers take on an ever-increasing importance. The challenges they face as they struggle to find themselves in this place between childhood and adulthood create a unique opportunity for both student and teacher.

The Learning Experience

The middle grades program is designed to act as a bridge between the elementary dance experience and the high school dance program. Yet, it can also stand alone as the first or only program that students might complete in dance.

Teachers guide students through experiences in dance which are developmentally appropriate to the changes occurring at this age and which help to build skills students need to be successful in both the dance class and in other facets of their lives. Students are more capable and confident in their own ability to create and approach problems as they experience more success in the creative process. They are able to approach a task from many angles and determine multiple solutions to that task.

Students work more frequently within a group of their peers, demonstrating skills of cooperation and getting along with others. They learn the art of compromise and the importance of being a team player.

Through exploration of dance forms and the study of their roles in societies from a global perspective, students will learn about diversity, similarities, and differences in people around the world. Students also explore diversity while working in groups with their peers.

Content Integration

Movement is a natural vehicle for making connections with other content areas. Students approach other subject matters through movement, thereby seeing how various subjects and concepts are interrelated. Students will also apply their knowledge of other content areas in creating dance. Writing and technological applications will occur as students explore the world of dance.

Presentations

Presentation of work is a natural progression in the study of dance. Students will have opportunities to demonstrate their work in many venues at the middle school level. However, the final product is never the emphasis in the dance class. Performances are simply a culmination of the process of creating dance. The use of informances to demonstrate the process for how students arrive at a performance as a result of instruction is also appropriate at this level. The dance program is process-oriented rather than product-oriented. Performing is a learning experience that helps students to define the roles of performers and audience members, teaches students to respond to and critique dance appropriately, and helps students to build confidence and pride in their work. Performances also help foster an appreciation of dance as an art form and as a form of non-verbal communication.

**Program
Continuity**

Ideally, students have completed a K-5 program in dance before entering the middle school dance program. Because this does not always occur, teachers in varying situations will need to modify objectives depending on the amount of previous instruction students have received in dance. In addition, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is necessary. Teachers should modify objectives appropriately to meet the instructional and development needs of each student. The middle school dance program prepares students to continue their studies at the high school level.

DANCE - Grade 6

Students continue to develop skills that have been introduced in previous grade levels. Students also expand their understanding and are able to approach dance in a more mature and complex manner. Emphasis in sixth grade is placed on personal expression. Focus areas at this level include:

- Developing increasing kinesthetic awareness
- Combining the elements of dance in composition
- Exploring many ways to create dance
- Effectively using dance to communicate
- Developing aesthetic awareness and the ability to evaluate and analyze dance
- Becoming aware of the role of dance in various cultures, societies and historical periods
- Identifying healthy practices that allow safe dance
- Understanding the interrelationships among dance and other content areas
- Developing an appreciation of dance as an art form

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Exhibit kinesthetic awareness in development of movement skills and dance techniques: alignment, balance, articulation of isolated body parts, and elevation and landing.
- 1.02 Utilize the element of space in dance: explore ways to transfer a spatial pattern from the visual to the kinesthetic.
- 1.03 Utilize the element of time in dance: explore ways to transfer a rhythmic pattern from the aural to the kinesthetic.
- 1.04 Describe the movement elements observed in a dance, using movement/dance vocabulary.
- 1.05 Demonstrate the reproduction of dance sequences from verbal, visual and/or auditory cues.

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Use improvisation to discover and invent movements for creating dance sequences.
- 2.02 Identify ways to manipulate dance sequences through exploration.

- 2.03 Demonstrate the ability to work alone, with a partner, and cooperatively in a small group during the choreographic process.
- 2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
- 2.05 Identify and utilize various compositional structures and/or forms of dance including: AB, ABA, Accumulation, and Call and Response.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Identify and select topics of personal significance and explore them through dance movement.
- 3.02 Identify and discuss specific elements that affect the interpretation of a dance including sound/silence, music, spoken text, lighting, set, props, and costumes.
- 3.03 Utilize the various processes for abstracting gestures to create dance movements.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.02 Compare, contrast, and demonstrate multiple solutions to a given dance movement problem.
- 4.03 Examine the various solutions to a dance movement problem and choose the best one based on given criteria.
- 4.04 Analyze a dance composition in terms of more than one element of dance.
- 4.05 Describe the basic ways to evaluate dance from an aesthetic perspective including skill of performer, style and quality of movement, technical elements, visual or emotional impact, compositional elements (variety, contrast, unity, transition, and respect) and intent.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Demonstrate dance styles and concepts from various cultures.
- 5.02 Create a dance composition based on dance from various cultures.
- 5.03 Describe similarities and differences in dance movements from various cultures and forms.
- 5.04 Investigate dance genres using many resources including people in the community, videos, computer technology, and print sources.
- 5.05 Identify and explore various dance genres and innovators throughout historical time periods.
- 5.06 Describe the role of dance in at least two different cultures or time periods.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

- 6.01 Participate in dance movement activities that explore capabilities and limitations of the body.
- 6.02 Discuss strategies to prevent dance injuries.
- 6.03 Summarize examples of healthy and unhealthy practices in dance.
- 6.04 Explain and demonstrate how warm-ups prepare the dancer mentally and physically for movement.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Create dance movement sequences using ideas and concepts from other content areas including English Language Arts, Mathematics, Science, and Social Studies.
- 7.02 Create a dance movement sequence inspired by another arts area (music, theatre arts, or visual arts).
- 7.03 Identify concepts used in dance and other content areas.
- 7.04 Use technology as a tool for exploring and creating dance.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

- 8.01 Define the role of an audience and performer in dance.
- 8.02 Demonstrate appropriate behaviors while watching, creating, and performing dance.
- 8.03 Identify and explore various dance-related professions including those of dancer and choreographer.

DANCE - Grade 7

Students continue to develop skills that have been introduced in previous grade levels. Students will expand their understanding and approach dance in a more mature and complex manner. Emphasis in seventh grade is placed on students' personal expression in relationship to the world around them. Focus areas at this level include:

- Developing increasing kinesthetic awareness
- Manipulating the elements of dance in composition
- Exploring and utilizing a variety of methods for creating dance
- Effectively using dance to communicate
- Refining aesthetic awareness and the ability to critically evaluate and analyze dance
- Developing an understanding of the role of dance in various cultures, societies, and historical periods
- Identifying healthy practices that allow safe dance
- Applying the interrelationships among dance and other content areas to choreography
- Developing an appreciation of dance as an art form

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Exhibit and describe kinesthetic awareness in development of movement skills and dance techniques: initiation of movement and weight shift, fall and recovery.
- 1.02 Manipulate the element of space in dance: transfer a spatial pattern from the visual to the kinesthetic.
- 1.03 Manipulate the element of time in dance: transfer a rhythmic pattern from the aural to the kinesthetic.
- 1.04 Manipulate the element of energy in dance: identify and demonstrate a range of dynamics/movement qualities.
- 1.05 Describe the movement elements observed in a dance using movement/dance vocabulary.
- 1.06 Demonstrate memorization and reproduction of movement sequences from verbal, visual, and/or auditory cues.

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Use improvisation to invent and combine movements for creating dance compositions.
- 2.02 Demonstrate and manipulate dance sequences.
- 2.03 Utilize partnering skills in movements and sequences.
- 2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
- 2.05 Identify and utilize various structures and/or forms of dance including: canon, retrograde, and narrative.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Create a dance sequence that communicates a topic of personal significance.
- 3.02 Incorporate and utilize various elements to communicate meaning in a dance.
- 3.03 Create dance sequences using abstracted gestural movements.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.01 Compare and contrast multiple solutions and validate one solution to a given movement problem.
- 4.02 Create a movement problem based on given criteria.
- 4.03 Analyze a dance composition in terms of space, time, and energy.
- 4.04 Identify possible aesthetic criteria for evaluating dance.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Demonstrate dance styles and concepts from various cultures.
- 5.02 Create a dance composition based on dance from various cultures and forms.
- 5.03 Compare and contrast dances from various cultures and forms.
- 5.04 Investigate and explain dance styles using many resources including people in the community, videos, computer technology, and print sources.
- 5.05 Explore and identify various dance styles and innovators throughout historical time periods.
- 5.06 Compare and contrast the role of dance in at least two different cultures or time periods.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

- 6.01 Identify and explore the capabilities and limitations of the body.
- 6.02 Identify and explore strategies to prevent dance injuries.
- 6.03 Identify the effects of healthy and unhealthy practices in dance.
- 6.04 Create an original warm-up that prepares the dancer mentally and physically for movement.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Create dance compositions using ideas and concepts from other content areas including English Language Arts, Mathematics, Science, and Social Studies.
- 7.02 Create a dance composition that utilizes various arts areas (dance, music, theatre arts, visual arts).
- 7.03 Investigate and identify examples of concepts used in dance and another content area.
- 7.04 Use technology as a tool for exploring and creating dance.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

- 8.01 Define the role of an audience and performer in dance.
- 8.02 Demonstrate appropriate behaviors while watching, creating, and performing dance.
- 8.03 Identify and explore various dance-related professions including those of costumer, lighting designer, and composer.

DANCE - Grade Eight

Students continue to develop skills that have been introduced in previous grade levels. Students will expand their understanding and be able to approach dance in a more mature and complex manner. Emphasis in eighth grade is placed on personal expression in relation to the world and one's place in it. Focus areas at this level include:

- Refining kinesthetic awareness
- Synthesizing the elements of dance in composition
- Exploring and effectively utilizing a variety of methods for creating dance
- Effectively using dance to communicate
- Refining aesthetic awareness and the ability to critically evaluate and analyze dance.
- Developing an increasing understanding of the role of dance in various cultures, societies, and historical periods
- Identifying and utilizing healthy practices that allow safe dance
- Applying the interrelationships among dance and other content areas to choreography
- Developing an appreciation and understanding of dance as an art form
- Exploring career possibilities in the world of dance

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Exhibit and explain kinesthetic awareness in development of movement skills and dance techniques.
- 1.02 Synthesize the element of space in dance: accurately transfer a spatial pattern from the visual to the kinesthetic.
- 1.03 Synthesize the element of time in dance: accurately transfer a rhythmic pattern from the aural to the kinesthetic.
- 1.04 Synthesize the element of energy: identify and clearly demonstrate a range of dynamics/movement qualities.
- 1.05 Describe the movement elements observed in a dance using movement/dance vocabulary.
- 1.06 Demonstrate accurate memorization and reproduction of dance sequences from verbal, visual and/or auditory cues.

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Use improvisation to invent and combine movements for creating dance compositions.
- 2.02 Manipulate sequence in dance compositions.
- 2.03 Utilize partnering skills in dance compositions.
- 2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
- 2.05 Utilize and manipulate various compositional structures and/or forms of dance in dance compositions.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Create, present, and explain a dance that communicates a topic of personal significance.
- 3.02 Incorporate and justify the use of various elements to communicate meaning in a dance.
- 3.03 Create and present dance compositions based on the use of abstracted gesture.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.01 Compare and contrast multiple solutions and validate one solution to a given movement problem.
- 4.02 Create a movement problem based on given criteria; demonstrate and evaluate multiple solutions to that problem.
- 4.03 Compare and contrast two dance compositions in terms of space, time, and energy.
- 4.04 Identify possible aesthetic criteria for evaluating dance.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Demonstrate dance styles and concepts from various cultures.
- 5.02 Create dance compositions based on dance from various cultures.
- 5.03 Compare, contrast, and evaluate dances from various cultures and historical periods.
- 5.04 Investigate, explain, and evaluate dance forms using many resources including people in the community, videos, computer technology, and print sources.

- 5.05 Create projects that incorporate knowledge of various dance forms and innovators throughout historical time periods.
- 5.06 Analyze the role of dance in at least two different cultures or time periods.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

- 6.01 Identify, explore, and explain the capabilities and limitations of the body.
- 6.02 Summarize strategies to prevent dance injuries.
- 6.03 Analyze the effects of healthy and unhealthy practices in dance.
- 6.04 Create an original warm-up and explain how warm-ups prepare the dancer mentally and physically for movement.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Create dance compositions integrating ideas and concepts from other content areas including English Language Arts, Mathematics, Science, and Social Studies.
- 7.02 Create a dance project that integrates various arts areas (dance, music, theatre arts, visual arts).
- 7.03 Formulate examples of concepts used in dance and other content areas.
- 7.04 Use technology as a tool for exploring and creating dance.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

- 8.01 Define the role of an audience and performer in dance.
- 8.02 Demonstrate appropriate behaviors while watching, creating, and performing dance.
- 8.03 Identify and explore various dance related professions including those of dance critic, dance educator, and dance notator.

DANCE 9-12

Characteristics of the Adolescent/ Young Adult

The period of adolescence/young adulthood is a time of increasing maturity, responsibility, independence, and self-expression. Students at this level can tackle greater challenges as they move from concrete experiences to formulating and understanding abstract ideas and concepts. During the high school years, students focus on learning skills and concepts for work and life. They select pathways, set personal goals, and make career choices for the future.

The Learning Experience

Dance at the high school level builds on the K-8 dance experience or may stand alone as a sequential, discipline-based program. It places emphasis on aesthetic understandings and training the body as an instrument of communication and expression. By dancing, creating dances, and learning about dance as an art form, students use movement to develop their ability to communicate in a way that is different from the written or spoken word or other visual or auditory symbol systems.

Through a movement-based approach to learning, students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance, as well as skills in problem-recognition and problem solving. Students are encouraged to explore the creative processes of choreography as a means to express personal ideas, thoughts, and perceptions. Technical expertise, artistic expression, and aesthetic judgment are enhanced through reflective practice, study, and evaluation of their own work and that of others.

Students continue to broaden their appreciation and understanding of dance as an art form through the study of dance history, theory, and philosophy. Students examine the relationship of dance to other content areas and the role and meaning of dance in various social, cultural, and historical contexts.

Presentations

Presentation of work is a natural progression in the study of dance. Students will have opportunities to demonstrate their work in many venues at the high school level. Performances are a culmination of the process of creating dance. The use of informances to demonstrate the process for how students arrive at a performance as a result of instruction is also appropriate at this level. Performing is a learning experience that helps students to define the roles of performers and audience members, teaches students to respond to and critique dance appropriately, and helps students to build confidence and

pride in their work. Performances also help foster an appreciation of dance as an art form and as a form of non-verbal communication.

Course of Study At the high school level, students participate in a sequential course of study consisting of four courses with a modern-based approach: Dance I-IV. Additionally, two courses of Special Topics in Dance are available for development by the Local Education Agency (LEA). Special Topics may include Dance History, Ballet, or other dance courses. Students will create and maintain dance portfolios, which may be a combination of written and visual examples of their work. The high school dance curriculum is designed both for students who intend to pursue dance as a profession and students who have a general interest in dance.

Ideally, students have completed a K-8 program in dance before entering the high school dance program. Because this does not always occur, teachers in varying situations will need to modify objectives depending on the amount of previous instruction students have received in dance. In addition, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each course level, or whenever differentiation is necessary. Teachers should modify objectives appropriately to meet the instructional and development needs of each student.

DANCE I

Using a modern dance-based approach, Dance I explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the dance instrument while exploring improvisational and expressive movement and basic modern dance technique. Dance elements and basic principles of composition are studied and practiced. Through dance ensemble work, students use creative and critical thinking skills to create and communicate meaning through dance movement. Students experience the role of both choreographer and dancer and have opportunities to present their work. Through the study of dance in various cultures and historical periods, students broaden their understanding of dance as an art form. Students will explore a variety of career opportunities in dance as well as connections with other art forms and subject areas. Students will create a portfolio which contains written and/or visual examples of their work.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Recognize and demonstrate kinesthetic awareness through proper body alignment.
- 1.02 Recognize and demonstrate that different dance forms have various techniques and vocabularies.
- 1.03 Demonstrate and define basic modern dance vocabulary.

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Employ the use of improvisation (free and structured) to discover and generate movement.
- 2.02 Explore movement with a partner or group and exhibit spontaneous decision-making to select movement for dance.
- 2.03 Identify and explore a range of stimuli (visual, auditory, tactile, kinesthetic) to create dance movement.
- 2.04 Recognize and explain how the creative process in dance is influenced by personal movement styles.
- 2.05 Observe, recall, and describe using main ideas and supporting details the use of dance elements in a variety of significant choreographic works.
- 2.06 Identify formulas and other abstract expressions to map and predict sequences and patterns that are used in creating dance.

- 2.07 Define and identify the choreographic principles of unity, variety, contrast, repetition, and transition.
- 2.08 Recognize and explain the use of lighting, setting, props, costumes, and other technical/theatrical elements in dance works.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Recognize and demonstrate the use of the human body as an instrument of expression.
- 3.02 Observe and discuss significant contemporary dance works with respect to historical, cultural, philosophical, and artistic perspectives.
- 3.03 Recognize and demonstrate understanding of how technical/theatrical elements used in a dance can influence its interpretation and meaning.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.01 Identify a variety of artistic decisions that are required to create and perform dance.
- 4.02 Identify and discuss possible aesthetic criteria for evaluating dance including skill of performer, style and quality of movement, technical elements, visual or emotional impact, compositional elements (variety, contrast, unity, transition, and repetition) and choreographer's intent.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Identify ways that dance reflects, records, and influences history.
- 5.02 Identify patterns, relationships, and trends dance plays in at least two different cultures and discuss how aesthetic judgments vary between them.
- 5.03 Research the origins of and the universal themes of dance.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

- 6.01 Demonstrate capabilities and limitations of the body through movement exploration.
- 6.02 Identify and discuss functions of muscle groups and bone structure (flexion, extension, circumduction, rotation, abduction, adduction, and hypertension).

- 6.03 Identify and explain personal responsibilities necessary to perform dance.
- 6.04 Identify issues (fact, propaganda, and opinion) affecting the health and care of the dance instrument to make informed decisions.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Identify, conclude, or predict connections between dance and other content areas by applying criteria for evaluation.
- 7.02 Use technology as a tool for exploring and creating dance.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

- 8.01 Demonstrate appropriate audience etiquette using good listening skills, attentive behavior, and respect for the audience and performers.
- 8.02 Demonstrate understanding of concentration and focus as part of the role of a performer of dance.
- 8.03 Identify career related to dance in contemporary society.
- 8.04 Determine the economic challenges facing professional dance companies in America and other countries.
- 8.05 Demonstrate personal progress through the creation and use of a dance portfolio containing written and/or visual samples of student work.

DANCE II

Dance II uses a modern dance-based approach and follows Dance I. Dance II emphasizes students' acquisition of intermediate movement skills and refined motor control through the study of various modern dance techniques. Students learn to take responsibility for their personal health and to care for their dance instrument. Through dance ensemble work, students continue to explore improvisation, dance elements, and composition as both dancer and choreographer. Students present the skills they have learned to selected audiences and learn basic technical/theatrical skills for dance production. Students extend their understanding of dance as an art form through a consideration of aesthetic and philosophical perspectives. Further awareness is enhanced through the study of dance history from ancient to medieval periods, the exploration of dance through a variety of cultural contexts, and dance as a career choice. Students will maintain a portfolio which contains written and/or visual examples of their work.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Demonstrate kinesthetic awareness through the consistent use of proper body alignment.
- 1.02 Explore and demonstrate the use of a variety of dance techniques and vocabularies.
- 1.03 Demonstrate the use of intermediate modern dance technique focusing on articulation, strength, flexibility, agility, and coordination.
- 1.04 Demonstrate the ability to plan, organize, memorize, and accurately perform extended movement sequences.
- 1.05 Demonstrate understanding through applying the use of the dance element of space (locomotor, non-locomotor/axial, pathways, direction, levels, shape, personal space, general space).
- 1.06 Demonstrate understanding through applying the use of the dance element of time (tempo, beat, rhythm, accent, organic rhythm).
- 1.07 Demonstrate understanding through applying the use of the dance element of movement energy/dynamics (flow, space, time, weight).

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Employ the use of improvisation to discover and generate movement for choreography.

- 2.02 Recognize and demonstrate that improvisation with others can release intuitive movement possibilities.
- 2.03 Choreograph a simple dance focusing on a selected stimulus (visual, auditory, tactile, kinesthetic).
- 2.04 Combine the creative process with personal movement style to produce a movement sequence.
- 2.05 Classify and discuss the relationships of dance elements in compositions.
- 2.06 Apply the use of formulas and other abstract expressions to map and predict the use of structures in movement sequences.
- 2.07 Employ the choreographic principles of unity, variety, contrast, repetition, and transition in a movement study.
- 2.08 Illustrate and compute through charts, formulas, or diagrams how the use of technical/theatrical elements can affect the choreographic structure and intent.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Refine and articulate the use of the human body as a tool for communication.
- 3.02 Explain how personal experience influences the interpretation of a dance.
- 3.03 Analyze and examine the influence of technical/theatrical elements on interpretation and meaning in dance.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.01 Employ and interpret the use of creative and critical thinking to explore movement possibilities within a given structure or problem to determine the best course of action.
- 4.02 Formulate and answer aesthetic questions examining issues including what makes a particular dance that dance, how much a dance can be changed by an individual before it becomes a different dance, and defining dance.
- 4.03 Critique the works of selected choreographers by gaining insight and drawing conclusions through research and observation.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Identify the purpose and function of dance in a selected ethnic cultures.
- 5.02 Examine and describe the role of the dancer in society as an expressive artist, performer, participant, and creator of artistic values.

- 5.03 Identify and demonstrate an understanding of the development of dance from Ancient through Medieval periods, focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

- 6.01 Execute movements of various body parts and the body as a whole.
- 6.02 Demonstrate understanding of basic principles of anatomy and kinesiology while performing movement.
- 6.03 Formulate a plan for meeting personal goals as a dancer by outlining logical steps and organizing resources.
- 6.04 Research challenges (fact, propaganda, and opinion) facing professional dancers in maintaining healthy lifestyles.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Identify, conclude, or predict commonalities and differences between dance and other content areas with regard to fundamental concepts, materials, elements, and ways of communicating meaning.
- 7.02 Demonstrate the use of a variety of technology to enhance or alter the movement experience.
- 7.03 Make predictions by using data analysis and probability to solve problems related to dance.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

- 8.01 Identify and demonstrate understanding of the role of an audience in dance.
- 8.02 Demonstrate the use of concentration and focus as part of the role of a performer of dance.
- 8.03 Identify dance as a vocation and profession and relate the discipline of dance to other aspects of life.
- 8.04 Demonstrate personal progress through the creation and use of a dance portfolio containing written and/or visual samples of student work.

DANCE III

Dance III uses a modern dance-based approach and follows Dance II. Dance III emphasizes the study of dance as a creative and expressive art form. Students demonstrate a commitment to personal fitness and to attaining an intermediate level of technical skill and performing with greater fluency, precision, and articulation. Students combine the use of improvisation, dance elements, choreographic principles, and technical/theatrical elements to explore the creation of meaningful dance compositions. Students are encouraged to communicate personal feelings, thoughts, ideas, and concepts through the skillful use of dance movement and to present their choreography to selected audiences. Through the use of aesthetic criteria, students analyze and evaluate in a constructive manner the impact of their own choreography and the work of others. Students explore integration through the creation of interdisciplinary projects and continue their study of dance through cultural and historical viewpoints with an emphasis on the development of dance from the Renaissance through Romantic periods. Students will maintain a portfolio which contains written and/or visual examples of their work.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Demonstrate kinesthetic awareness with consistency through the use of proper body alignment with various dance techniques.
- 1.02 Analyze and use different dance techniques and vocabularies by comparing, contrasting, and summarizing to make informed decisions.
- 1.03 Demonstrate consistency and reliability in performing intermediate to advanced modern dance technique.
- 1.04 Scrutinize for accuracy the performance of a selected dance and summarize findings in a written format using rules of standard English.
- 1.05 Choreograph a dance clearly illustrating at least two dance elements (space, time, energy/dynamics).

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Assess the use of improvisation to solve movement problems individually and with a group.
- 2.02 Demonstrate partner skills including: copying, leading and following, mirroring, flocking, and weight-sharing.
- 2.03 Analyze the use of differing stimuli in personal choreography.

- 2.04 Relate one's creative process to personal movement style.
- 2.05 Analyze the use of dance elements and their relationships in compositions.
- 2.06 Create dance compositions using various choreographic structures to vary the form (canon, AB, ABA, theme and variation, rondo).
- 2.07 Create dance compositions using the choreographic principles of unity, variety, contrast, repetition, and transition.
- 2.08 Plan and create dance compositions featuring various technical/theatrical elements within a given time frame.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Communicate personal feelings and ideas through movement with individual style and clarity.
- 3.02 Create a dance that effectively communicates a social theme.
- 3.03 Plan and incorporate technical/theatrical elements in dance to enhance the meaning of original choreography.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.01 Choreograph a dance and revise it over time articulating the reasons for the artistic decisions made.
- 4.02 Apply selected aesthetic criteria to analyze personal choreography and that of others.
- 4.03 Relate and examine viewer opinions about dance with peers in a supportive and constructive manner.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Choreograph dance movement studies demonstrating the dance styles of a selected ethnic culture.
- 5.02 Analyze the role of dance between two cultures or time periods by comparing, contrasting, and summarizing to make informed decisions.
- 5.03 Analyze the development of dance from the Renaissance through Romantic periods focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors and innovations.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

- 6.01 Monitor and record growth in personal body awareness through dance.
- 6.02 Compare and contrast functions of muscle groups in performing dance movement.
- 6.03 Demonstrate personal commitment and discipline necessary to achieve success in meeting personal goals as a dancer.
- 6.04 Analyze historical and cultural images of the body in dance by comparing, contrasting, and summarizing the body image in contemporary media.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Create an interdisciplinary project based on a theme including dance and two other content areas.
- 7.02 Demonstrate understanding of mathematical concepts using relationships among fractions, decimals, or percents through creating dance compositions.
- 7.03 Create an interdisciplinary project using selected technologies and dance.
- 7.04 Compute a budget for a selected dance production by organizing, estimating, predicting, and analyzing expense and resources needed.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

- 8.01 Demonstrate the consistent use of concentration and focus as part of the role of a performer of dance.
- 8.02 Research and explain opportunities for involvement in dance using main ideas and supporting details.
- 8.03 Analyze personal progress through the creation and use of a dance portfolio of written and/or visual samples of student work.

DANCE IV

Dance IV uses a modern dance-based approach, and follows Dance III. Dance IV provides students with the opportunity to develop an advanced level of dance technique and refine their skills as both choreographer and performer. Students apply their creative and technical knowledge and skills through a variety of production and performance opportunities. Using expanded aesthetic criteria students analyze, synthesize, and evaluate their own choreography as well as works of others.

Students strive to clearly express ideas as they examine the creative process of integrating movement with choreographic intent. The development of dance during the Twentieth Century and into the contemporary era is a major focus of Modern Dance IV. Studies include the purposes of dance, dance genres and styles, artistic conflicts and resolutions, innovations, social issues, technological applications, and significant contributors. Students learn to assess personal health and fitness, develop and achieve personal dance goals, and integrate knowledge and skills with a variety of other content areas. Students will maintain a portfolio which contains written and/or visual examples of their work.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Demonstrate kinesthetic awareness with a high level of consistency and reliability through the use of proper body alignment while performing dance.
- 1.02 Choreograph dances exemplifying a selected dance technique.
- 1.03 Demonstrate a high level of consistency and reliability in performing advanced modern dance technique.
- 1.04 Revise, refine, and evaluate for accuracy the performance of a selected dance.
- 1.05 Choreograph a dance featuring the use of all basic dance elements.

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Validate the use of improvisation in choreography.
- 2.02 Justify the use of cooperative skills in improvisation and choreography.
- 2.03 Validate the selection and use of stimuli in personal choreography.
- 2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
- 2.05 Utilize and manipulate various structures and/or forms of dance in dance compositions.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Integrate movement with choreographic intent to communicate ideas with individual style and clarity.
- 3.02 Compare, contrast, and summarize creative decisions made to communicate meaning in two personal choreographic works.
- 3.03 Critique how effectively technical/theatrical elements in personal choreography and the works of others affect the meaning of dance.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.01 Critique the creative process used in choreographing a dance articulating what was lost or gained by artistic decisions made.
- 4.02 Formulate and justify a personal set of aesthetic criteria for dance.
- 4.03 Write a critique using rules of standard English of a live dance performance from an audience member perspective.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Choreograph dances demonstrating the style of noted twentieth century and contemporary choreographers.
- 5.02 Perform and describe the similarities and differences between two contemporary forms of dance or two choreographers.
- 5.03 Evaluate the development of dance during the Twentieth Century and contemporary eras focusing on the purpose of dance, dance genres and styles, artistic conflicts and resolutions, significant contributors, and innovations.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

- 6.01 Validate that dance is a way of heightening body awareness.
- 6.02 Create a dance demonstration explaining basic principles of anatomy and kinesiology.
- 6.03 Assess consequences of personal actions, commitment, and discipline necessary to consistently achieve dance goals.
- 6.04 Assess personal health and fitness as a dancer.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Explain how works of art in different media from the same culture or time period can reflect the artistic, cultural, and historical context.
- 7.02 Predict and evaluate by using data analysis and probability how technology can reinforce, enhance, or alter the dance concept and performance.
- 7.03 Make predictions by using data analysis and probability to solve problems relating to dance and science.
- 7.04 Evaluate the use of mathematical concepts and relationships in created dance compositions.
- 7.05 Compare and contrast various literary forms with those of dance.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

- 8.01 Write a critique of live dance viewed as an audience member.
- 8.02 Demonstrate the use of concentration and focus with a high level of consistency and reliability as part of the role of a performer of dance.
- 8.03 Assess the role of dance in society as an expressive art form, entertainment, conveyor of artistic values, and contributor to the accomplishments of civilization.
- 8.05 Interpret information about the United States and world economic systems as they relate to the arts industry.
- 8.06 Critique and evaluate personal progress through the creation and use of a dance portfolio of written and/or visual samples of student work.

SPECIAL TOPICS DANCE I

Special Topics Dance I is a basic framework of goals and objectives relating to dance as an art form. Opportunities for creating, performing, responding to, and understanding dance are emphasized. This course is designed to support curricular initiatives at the local level. Courses such as Dance History, Ballet I, and Dance Appreciation are examples of appropriate courses that will follow this framework. Although many electives will have a specific emphasis, the goals and objectives for Special Topics I should be addressed to some extent. Students will maintain a portfolio which contains written and/or visual examples of their work.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Recognize and demonstrate the use of proper body alignment.
- 1.02 Recognize and demonstrate understanding that dance has different forms, techniques, and vocabularies.
- 1.03 Demonstrate the use of basic dance technique.
- 1.04 Demonstrate the ability to memorize and accurately perform basic movement sequences.
- 1.05 Explore and demonstrate understanding of the dance element of space.
- 1.06 Explore and demonstrate understanding of the dance element of time.
- 1.07 Explore and demonstrate the understanding of the dance element of movement energy/dynamics.

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Explore, select, and demonstrate movement for a dance with a partner or group.
- 2.02 Identify and explore a range of stimuli (visual, auditory, tactile, kinesthetic) to create dance movement.
- 2.03 Identify how the creative process in dance is influenced by personal movement styles.
- 2.04 Observe, recall, and describe using main ideas and supporting details the use of dance elements in a variety of significant choreographic works.
- 2.05 Identify formula and other abstract expressions to map and predict variations of sequences and patterns in creating dance.

- 2.06 Define and identify the choreographic principles of unity, variety, contrast, repetition, and transition.
- 2.07 Recognize and explain the use of lighting, setting, props, costumes, and other technical/theatrical elements in dance works.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Recognize and demonstrate the human body as an instrument of expression.
- 3.02 Observe and discuss significant historical and contemporary dance compositions.
- 3.03 Identify how the technical/theatrical elements in a dance can influence its interpretation and meaning.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.01 Identify a variety of artistic decisions that are made in creating and performing dance.
- 4.02 Identify and discuss possible aesthetic criteria for evaluating dance including skill of performer, style and quality of movement, technical elements, visual or emotional impact, compositional elements (variety, contrast, unity, transition, and repetition) and choreographer's intent.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Recognize ways that dance reflects and records history.
- 5.02 Identify the patterns, relationships, and trends in the role dance plays in various cultures and discuss how aesthetic judgments vary from culture to culture.
- 5.03 Research the origins of and the universal themes of dance.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

- 6.01 Demonstrate capabilities and limitations of the body through movement exploration.
- 6.02 Identify and discuss functions of muscle groups and bone structure.
- 6.03 Identify and explain personal responsibilities necessary to perform dance.
- 6.04 Identify issues (fact, propaganda, and opinion) affecting the health and care of the dance instrument.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Identify, conclude, or predict connections between dance and other content areas by applying criteria for evaluation.
- 7.02 Use technology as a tool for exploring and creating dance.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

- 8.01 Demonstrate appropriate audience etiquette using good listening skills, attentive behavior, and respect for the audience and performers.
- 8.02 Demonstrate concentration and focus as part of the role of a performer of dance.
- 8.03 Identify careers related to dance in contemporary society.
- 8.04 Demonstrate personal progress through the creation and use of a portfolio of written and/or visual samples of student work.

SPECIAL TOPICS DANCE II

Special Topics Dance II is a sequential course designed to build upon the knowledge and skills gained in Special Topics Dance I. This course is designed to support curricular initiatives at the local level. Courses such as Ballet II or other second level specialized dance courses are examples of appropriate courses that will follow this framework. Although many electives will have a specific emphasis, the goals and objectives for Special Topics II should be addressed to some extent. Opportunities to further investigate, develop, express, and assess creating, performing, responding to, and understanding dance are encouraged. Students will maintain a portfolio which contains written and/or visual examples of their work.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

- 1.01 Demonstrate with consistency the use of proper body alignment.
- 1.02 Explore and identify dance techniques and vocabularies.
- 1.03 Demonstrate the use of intermediate dance technique focused on articulation, strength, flexibility, agility, and coordination.
- 1.04 Demonstrate the ability to memorize and accurately perform extended movement sequences.
- 1.05 Apply and demonstrate understanding of the dance element of space.
- 1.06 Apply and demonstrate understanding of the dance element of time.
- 1.07 Apply and demonstrate understanding of the dance element of movement energy/dynamics.

COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

- 2.01 Demonstrate the use of movement exploration with others to release intuitive movement possibilities.
- 2.02 Choreograph a simple dance focusing on a selected stimulus (visual, auditory, tactile, kinesthetic).
- 2.03 Combine the creative process and personal movement style to produce a movement sequence.
- 2.04 Classify and discuss the relationships of dance elements in compositions.
- 2.05 Apply various choreographic structures to movement sequences.

- 2.06 Employ the choreographic principles of unity, variety, contrast, repetition, and transition in a movement study.
- 2.07 Illustrate and compute through charts, formulas, or diagrams how the use of technical/theatrical elements used in a dance can affect the choreographic structure and intent.

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

- 3.01 Refine and articulate the use of one's body as a tool for communication.
- 3.02 Explain how personal experiences influence the interpretation of a dance.
- 3.03 Analyze the technical/theatrical elements used in dance and examine their influence on interpretation and meaning.

COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

- 4.01 Employ and interpret the use of creative and critical thinking to explore movement possibilities within a given structure or problem to determine the best course of action.
- 4.02 Formulate and answer aesthetic questions examining issues including what makes a particular dance that dance, how much a dance can be changed by an individual before it becomes a different dance, and defining dance.
- 4.03 Critique the works of selected choreographers by gaining insight and drawing conclusions through research and observation.

COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

- 5.01 Identify important dance innovations in past and contemporary cultures.
- 5.02 Examine and describe the role of the dancer in society as an expressive artist, performer, participant, creator of artistic values, and contributor to accomplishments of civilization.
- 5.03 Identify and demonstrate an understanding of the development of dance in various cultures throughout history focusing on the purposes of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations.

COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

- 6.01 Demonstrate and explore movements of various body parts and the body as a whole.
- 6.02 Identify and apply understanding of basic principles of anatomy and kinesiology.
- 6.03 Formulate a plan by outlining logical steps and organizing resources for meeting personal goals as a dancer.
- 6.04 Research challenges (fact, propaganda, and opinions) facing professional dancers in maintaining healthy lifestyles.

COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

- 7.01 Identify, conclude, or predict commonalities and differences between dance and other content areas with regard to fundamental concepts, materials, elements, and ways of communicating meaning.
- 7.02 Use a variety of technology to enhance or alter the movement experience.

COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

- 8.01 Demonstrate appropriate audience etiquette using good listening skills, attentive behavior, and respect for the audience and performers.
- 8.02 Demonstrate concentration and focus as part of the role of a performer of dance.
- 8.03 Identify dance as a vocation and profession and relate the discipline of dance to other aspects of life.
- 8.04 Evaluate personal progress through the creation and use of a portfolio of written and/or visual samples of student work.

GLOSSARY

Dance Standard Course of Study

AB: A two-part compositional form with an A theme and a B theme; the binary form consists of two distinct, self-contained sections that share either a character or quality (such as the same tempo, movement quality, or style).

ABA: A three-part compositional form in which the second section contrasts with the first section. The third section is a restatement of the first section in a condensed, abbreviated, or extended form.

Abduction: The movement of a body part away from the midline.

Abstract: To remove movement from a particular or representative context and, by manipulating it through the elements of space, time, and energy, create a new sequence or dance that retains the essence of the original.

Accumulation: Repeating a sequence with the addition of one movement each time (e.g. 1, 12, 123, etc).

Adduction: The movement of a body part toward the midline.

Aesthetic criteria: Standards on which to make judgments about the artistic merit of a work of art.

Alignment: Proper anatomical placement.

Call and Response: An African tradition which refers to a dance leader who calls out or demonstrates dance steps to which the group responds by repeating or performing the correct steps or combination.

Canon: Movement which is performed identically but with multiple entry points.

Choreographic structure: The specific compositional forms in which movement is structured to create a dance, such as theme, variation, canon, ABA, rondo, etc.

Choreography: 1. The process of making a dance which involves the understanding of choreographic principles, processes, and structures. 2. The product that results from the process of choreography.

Circumduction: The movement of a body part so that its end follows a circular pathway.

Composition: 1. A dance which has been created. 2. The way in which the parts of a dance are put together to form a whole.

Contrast: To compare or oppose two contrasting movements to show their differences. Movements might be different in terms of energy, space, design, or time.

Design: The general form of arrangement of movement or technical elements.

Dynamics: The energy of movement expressed in varying intensity, accent, and quality.

Effort actions: Press, flick, punch, float, slash, glide, wring, dab.

Effort: Actions, as defined by Rudolf Laban, that are analyzed in terms of weight, time, space, and flow factors.

Energy: The amount of tension or stress of a movement; the flow and control of force. It is defined by the degrees of impetus and follow through which are employed.

Ensemble: 1. A group of dancers. 2. A feeling of continuity or togetherness that exists in performing dance.

Extension: Increasing the angle of a joint.

Flexion: A bending or folding movement in which the angle of a joint decreases.

Flocking: A group activity that changes leaders as directions change.

Form: The overall structural organization of a dance composition (e.g. AB, ABA, Call and Response, etc).

General space: A defined area of space through which dancers can travel using all the available space.

Genre: A type or category of dance (e.g. jazz, modern, ballet, etc).

Gesture: A movement of the body or a part of the body used to express an idea or emotion. Such movement could include a wave, handshake, head nod, shaking of the fist, etc. Ritual gestures may include gestures that are part of ceremonies or functional gestures such as brushing teeth or washing clothes.

Hyperextension: Extreme extension of a joint.

Improvisation: Movement that is created spontaneously, occurring within free or highly structured environments, but always with an element of chance. Provides the dancer with the opportunity to bring together elements quickly, and requires focus and concentration.

Informance: A sharing or showing of dance that demonstrates the process for how students arrive at the product or performance as a result of instruction, rather than focusing solely on the end result. An informance may include explanation or discussion.

Interdisciplinary dance: A dance experience that explores specific dance concepts and related concepts from other content areas or disciplines.

Kinesthetic awareness: The ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing dance.

Labanotation: A symbolic notation for recording human and animal movement developed by Rudolph Laban.

Levels: The height of the dancer in relation to the floor. Levels in space are referred to as high, middle, and low.

Locomotor movement: Movement that travels from place to place, usually identified by weight transference. Basic locomotor movements are walk, run, leap, hop, jump, skip, slide, and gallop.

Manipulation: A choreographic tool that helps to change and develop a movement or phrase.

Mirroring: A partnering activity that involves simultaneously following a leader's movement while facing that leader.

Narrative: A choreographic structure that is representational and in the form of a story.

Negative space: The empty or open space created when the body makes a shape.

Non-locomotor/axial movement: Any movement that does not travel, but uses the available space in any direction or movement organized around the axis of the body (axial movement). Bending, twisting, stretching, and swinging are examples of axial movement.

Pantomime: Simulation of reality through movement.

Pathway: The path traced as movement proceeds through space. A pathway may be either on the floor or through the air and is constructed of straight and/or curved lines.

Pedestrian movement: Everyday movement that may be incorporated into a dance.

Performance: 1. To execute movements. 2. A presentation of dance choreography.

Personal space: The "space bubble" or the kinesphere that one occupies; it includes all levels, planes, and directions, both near and far from the body's center.

Phrase: A brief sequence of related movements that have a sense of rhythmic completion.

Positive space: The filled space created by the body when a shape is made in space.

Retrograde: A compositional manipulation in which the movements in a phrase are performed from the end to the beginning as if rewinding the movements.

Rhythm: A structure of movement patterns in time.

Rondo: A form based on alternation between a repeated section (A) and contrasting episodes (B, C, etc) i.e. ABACA.

Rotation: The pivoting of a bone on its axis (internal-toward the body midline; external-away from the body midline).

Sequence: The continuation and order in which a series of movements and shapes occurs.

Shape: The spatial contour the body makes such as curved, angular, twisted, straight, symmetrical, or asymmetrical.

Space: The unlimited area which extends in all directions and within which all things exist. It involves use of level, pathway, shape, positive and negative space, general and personal space, size, focus, and direction.

Style: A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period.

Technology: Electronic media that can be used in dance such as videotapes, camcorders, CD and cassette players, stage lighting and sound, cameras, and computer software and hardware.

Tempo: The speed of a movement such as fast, moderate, or slow.

Theme and variation: A form in which an initial theme is established and then followed by variations. The variations are excursions from or alternative treatments of this basic theme without altering its essential character.

Theme: The underlying idea/motif or intent used to create movement.

Time: A concept which organizes movement; it encompasses tempo, rhythm, and duration.

Transition: Organize connection between dance movements that maintains flow and continuity in the dance.

Unison: Movements which are performed simultaneously and identically by more than one dancer.

Unity: A feeling of wholeness in a dance which is achieved when all of the parts work well together.

Variation: Manipulation of the original movement without losing the intent and character.

Warm-up: Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.

MUSIC

Basis for Music

Music has always been part of our lives. It is deeply imbedded in our existence, adding depth and dimension to our environment, exalting the human spirit, and contributing in important ways to our quality of life. Music is one of the primary ways we learn about ourselves, others, actions and consequences, and traditions and beliefs. Music is one of the fundamental ways human beings create and communicate meanings. All students, regardless of age, cultural heritage, ability, or financial circumstances, should participate fully in the highest quality musical experiences possible.

Music program

The music program is designed as a comprehensive, standards-based course of study that will allow students to become musically literate. Music education helps students express and interpret meaning. Through music, students increase their awareness of rich and diverse cultures, beliefs, and societies of humankind. As students examine the role of music throughout history and in different cultures, they develop respect for diversity.

Learning needs

A quality K-12 music program addresses the learning needs of the whole child. Studies in music address the physical, emotional, social, intellectual, and aesthetic development of children. Music engages students by providing an experiential approach to the learning experience. Music study allows learners to be successful by addressing various learning styles and intelligences.

The processes of learning, creating, and understanding music are the primary goals of the music program. While performance is an important aspect of music study, it does not substitute for students' development of creative processes and of broader integrated experiences and understandings. Through creating, students are able to be imaginative, think critically, and approach tasks in new or different ways. Students develop aesthetic awareness and learn to evaluate and validate their work and the choices they make. Students also look outside themselves, discovering and demonstrating respect for the efforts and work of others.

Content Integration

Content integration is a natural component of the music program. Students synthesize and apply knowledge of music in relation to other content areas. Students recognize inter-relationships and differences between music and other arts areas as well as areas outside the arts.

Through music study, students also develop and refine skills in reading, writing, and mathematics. They explore music as a science and from a cultural/historical perspective. By making appropriate connections with other areas of the curriculum, students are able to strengthen their understanding of both music and other content areas.

Technology

Students use technology in a variety of ways as a tool for exploring music. Compact disc, cassette, and video recordings help bring the world of music into the classroom, allowing students to see and hear the wide scope of music literature that exists, and introduce students to people and events that have shaped music history. Video and audio recordings are used to help students note their own development and evaluate their progress. The internet, electronic musical instruments, and computer software and hardware provide students with the opportunity to study music in many ways including researching, practicing skills, composing, arranging, orchestrating, and publishing musical works.

Assessment

Assessment is an integral part of instruction. A combination of teacher, peer, and self-assessment should be employed. The method of assessment used will depend on the purpose of the assessment. Appropriate assessment must be authentic and linked to learning targets that are identified in the North Carolina *Standard Course of Study*. Student assessment will take place in many forms including observation, questioning, discussion, rubrics, checklists, written products, and performance assessments. Students may keep written, audio and/or video portfolios as part of their study in music. The assessment process is an ongoing part of the teaching and learning cycle, and should be used to diagnose, monitor, and summarize student learning.

Course of Study

The North Carolina *Standard Course of Study* (SCS) provides a comprehensive framework for music in the public schools. The SCS communicates what students should know and be able to do as a result of instruction at each grade level or from a course. Content and skills are not limited to particular materials or methodology, and can be delivered through multiple approaches and materials. Specific teaching strategies, materials, and other information will be addressed in support documents.

The competency goals for the Music SCS parallel the *National Standards for Arts Education*, developed by the Consortium of National Arts Education Associations. The curriculum for each grade level and

course includes a heading, foci, strands, competency goals, and objectives.

Every aspect of music study, including courses such as Band, Chorus, or Orchestra, should provide instruction in the components of creating, performing, listening to, and analyzing music, in addition to focusing on specific course subject matter. The degree of emphasis placed on each component may vary, depending upon the specific objectives of the course curriculum.

This SCS is organized in a grade-by-grade (K-8) and course-by-course (9-12) format. Because of the broad base of knowledge and skills involved in creating, performing, responding to, and understanding music, all experiences and learning must occur in a comprehensive, sequential, and standards-based manner. This SCS describes a thirteen-year program (K-12). Because students may enter studies in music at various points along this continuum, teachers may use this program of study to determine students' individual instructional levels and adapt objectives accordingly. Students at the high school level will have the option of studying music as an area of interest, or specializing in studies to prepare them for a career in music.

Strands

The strands define the major elements of music that are relevant across grade levels and provide unifying threads of understanding supported by the goals and objectives of the SCS. Creating, Performing, Responding, and Understanding are the strands in which all aspects of music can be defined:

- **Creating:** Refers to expressing ideas and feelings through improvising, composing, or arranging music.
 - **Performing:** Refers to presenting or demonstrating an existing work, informally or formally; a process that calls upon the technical, expressive, and interpretive skills of the learner.
 - **Responding:** Refers to listening, analyzing, critiquing, describing, evaluating, and moving to musical works.
 - **Understanding:** Refers to synthesizing knowledge of music in relation to history, culture, heritage, other content areas, ideas, and life-long learning.
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MUSIC K-2

Characteristics of the Young Elementary School Student

The primary school years are a period of tremendous adjustment and growth. Students are making transitions from home or pre-school settings to structured school settings. Children in grades K-2 are naturally curious learners. They are usually eager to try new things, and have the ability to create freely. Thus, the K-2 music program provides an experiential environment.

The Learning Experience

The K-2 music program is designed to encourage children's natural enthusiasm for music. For many children, this is their first experience with any type of structured music class. Through singing, playing instruments, creating, moving, guided listening, and other experiential involvement, young children discover and develop their musical abilities. Students learn to recognize and demonstrate the basic musical elements of melody, rhythm, harmony, texture, tempo, dynamics, timbre, and form.

Content Integration

Content integration is a natural way for young children to acquire meaning from their world. The ideal elementary program provides rich integration in the areas of English Language Arts, Mathematics, Science, Social Studies, and other content areas both within and outside of the arts. Music can be a vehicle for understanding major concepts that occur across content areas such as patterns, cycles, and processes. Music is used to reinforce and helps students learn mathematics skills such as counting and grouping, emerging literacy skills such as sound/symbol correspondence, and the writing process. Students are encouraged to model character traits such as respect, responsibility, kindness, integrity, courage, perseverance, self-discipline, and good judgment through their participation in music.

Presentations

Many young children are creatively uninhibited, and tend to be eager to perform their accomplishments in front of a willing audience. The desire to present their learnings is a normal progression. The creative process motivates students to share, analyze, and evaluate their own work, and the work of others.

Opportunities for informal sharing are developmentally appropriate at the K-2 level. Informances may be used to demonstrate the process for how students arrive at the product or performance as a result of instruction, rather than focusing solely on the end result. Presenting what has been studied or created in the music class is a learning experience that helps children define

the roles of performers and audience members, teaches students to respond to and critique music appropriately, and helps students build confidence and pride in their work. Sharing musical experiences also helps students foster an appreciation of music as an art form and as a form of communication.

**Program
Continuity**

Throughout the curriculum objectives progress from one grade level to the next. Some objectives may recur at more than one grade level; however, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. Teachers should modify objectives appropriately to meet the instructional and developmental needs of each student. The K-2 music program prepares students to continue music studies at the upper elementary school level.

MUSIC - Kindergarten

Kindergarten is the entry level for study in music. Learning is primarily experiential. Focus areas at this level include:

- Developing appropriate vocal and instrumental practices
- Developing beginning skills in improvising and creating music
- Reading simple rhythmic and melodic notation
- Developing beginning skills in listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Recognize and demonstrate the difference between speaking and singing voices.
- 1.02 Match pitch within a developmentally appropriate range.
- 1.03 Sing with correct posture.
- 1.04 Respond to the cues of a conductor.
- 1.05 Sing a variety of music.
- 1.06 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Recognize and play pitched and unpitched instruments.
- 2.02 Echo simple rhythmic patterns.
- 2.03 Play with appropriate technique and posture.
- 2.04 Demonstrate a steady beat.
- 2.05 Respond to the cues of a conductor.
- 2.06 Play a varied repertoire of music.
- 2.07 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise a response by singing, playing, and or moving to given rhythmic and melodic phrases.
- 3.02 Improvise simple rhythmic and melodic ostinati.
- 3.03 Improvise simple rhythmic variations using familiar pentatonic melodies.
- 3.04 Improvise short songs and instrumental pieces using a variety of sound sources.
- 3.05 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Select musical sounds to accompany readings or dramatizations.
- 4.02 Compose a simple melody using at least two pitches.
- 4.03 Compose a simple rhythmic pattern using quarter and eighth note and quarter rest durations.
- 4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read simple rhythmic notation including quarter notes, eighth notes, and quarter rests.
- 5.02 Read simple melodic notation.
- 5.03 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify same/different and call/response sections in music.
- 6.02 Demonstrate perceptual skills by answering questions about aural musical examples of various styles and cultures.
- 6.03 Identify sound sources visually and aurally.
- 6.04 Respond through purposeful movement to prominent music characteristics while listening to music.
- 6.05 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances.
(National Standard 7)

Objectives

- 7.01 Relate personal reactions to music selections.
- 7.02 Demonstrate respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Recognize commonalities between music and the other arts.
- 8.02 Identify ways in which the principles and subject matter of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Identify aural examples of music from various historical periods and cultures.
- 9.02 Identify various uses of music.
- 9.03 Identify roles of musicians.
- 9.04 Show respect for music from various cultures and historical periods.

MUSIC - Grade 1

The study of music is cumulative and sequential to include learning from the previous grade level. Learning at this grade level is primarily experiential. Focus areas include:

- Developing appropriate vocal and instrumental practices
- Developing skills in improvising and creating music
- Recognizing simple symbols and terms
- Reading and notating melodic and rhythmic patterns
- Developing skills in listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Recognize and demonstrate the difference between speaking and singing voices.
- 1.02 Match pitch within a developmentally appropriate range, using head tones.
- 1.03 Sing with correct posture.
- 1.04 Respond to the cues of a conductor.
- 1.05 Sing a variety of music representing diverse genres, styles, and cultures.
- 1.06 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Recognize and play pitched and unpitched instruments.
- 2.02 Play with increased rhythmic accuracy.
- 2.03 Play with appropriate technique and posture.
- 2.04 Demonstrate and maintain a steady beat.
- 2.05 Respond to the cues of a conductor.
- 2.06 Play a varied repertoire of music.
- 2.07 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise an appropriate response to given rhythmic and melodic phrases.
- 3.02 Improvise simple rhythmic and melodic ostinati and ostinato accompaniments.
- 3.03 Improvise simple rhythmic variations of familiar melodies.
- 3.04 Improvise short songs and instrumental pieces using a variety of sound sources.
- 3.05 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Select and create music to accompany readings or dramatizations.
- 4.02 Compose a simple melody using at least three pitches.
- 4.03 Compose a simple rhythmic pattern using quarter and eighth note and quarter rest durations.
- 4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.05 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read simple rhythmic notation including half, quarter, and eighth note durations, and quarter rest durations.
- 5.02 Read simple melodic notation.
- 5.03 Recognize and respond to simple symbols and terms.
- 5.04 Use symbols to notate simple musical patterns.
- 5.05 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify simple music forms when presented aurally, including AB, ABA, and Introduction.
- 6.02 Demonstrate perceptual skills by answering questions about and discussing aural examples of music.
- 6.03 Identify a variety of instruments visually and aurally.
- 6.04 Identify solo and group vocal timbres of children's voices.
- 6.05 Respond through purposeful movement to prominent music characteristics while listening to music.
- 6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances.
(National Standard 7)

Objectives

- 7.01 Explain personal reactions to musical works.
- 7.02 Demonstrate respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Identify commonalities between music and the other arts areas.
- 8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Identify aural examples of music from various historical periods and cultures.
- 9.02 Identify various uses of music.
- 9.03 Identify roles of musicians.
- 9.04 Show respect for music from various cultures and historical periods.

MUSIC - Grade 2

The study of music is cumulative and sequential to include learning from previous grade levels. Learning at this grade level is primarily experiential. The focus areas include:

- Demonstrating appropriate vocal and instrumental practices
- Demonstrating increased pitch and rhythmic accuracy
- Identifying traditional symbols and terms
- Reading and notating simple rhythmic and melodic patterns
- Developing skills in improvising, composing, and arranging music
- Developing listening, analyzing, and evaluating skills
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing phrases or simple songs with increased pitch accuracy.
- 1.02 Match pitch within a developmentally appropriate vocal range, using head tones.
- 1.03 Sing phrases or simple songs with increased rhythmic accuracy.
- 1.04 Respond to the cues of a conductor.
- 1.05 Sing with proper vocal technique using head tones, clear diction, and correct posture.
- 1.06 Sing expressively with appropriate dynamics and phrasing.
- 1.07 Sing a variety of music representing diverse genres, styles, and cultures.
- 1.08 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Play with increased pitch accuracy.
- 2.02 Play with increased rhythmic accuracy.
- 2.03 Play with appropriate posture and increased technical accuracy.
- 2.04 Play expressively with appropriate dynamics.
- 2.05 Play instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.
- 2.06 Respond to the cues of a conductor.
- 2.07 Play music representing diverse styles, genres, and cultures.
- 2.08 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise an appropriate answer to given rhythmic and melodic questions.
- 3.02 Improvise simple pentatonic melodies.
- 3.03 Improvise simple rhythmic and melodic ostinato accompaniments.
- 3.04 Improvise simple rhythmic and melodic variations of familiar melodies.
- 3.05 Improvise short songs and instrumental pieces using a variety of sound sources including electronic media.
- 3.06 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Create and arrange music to accompany readings or dramatizations.
- 4.02 Compose a simple melody using at least five pitches.
- 4.03 Compose a simple rhythmic piece using half, quarter, eighth note and quarter rest durations.
- 4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.05 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read rhythmic notation with increased accuracy including whole, half, quarter, and eighth notes and quarter rests in 2/4 and 3/4 meters.
- 5.02 Read simple melodic notation with increased accuracy.
- 5.03 Identify traditional symbols and terms.
- 5.04 Use symbols to notate simple musical patterns.
- 5.05 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify simple music forms when presented aurally including AB, ABA, and Introduction/Coda.
- 6.02 Demonstrate perceptual skills by answering questions about and describing aural musical examples of various styles and cultures.
- 6.03 Discuss music using appropriate terminology.
- 6.04 Identify a variety of classroom, orchestral, band, and cultural instruments by their timbre.

- 6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.
- 6.06 Respond through purposeful movement to prominent music characteristics while listening to music.
- 6.07 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances.
(National Standard 7)

Objectives

- 7.01 Devise criteria for evaluating performances and compositions of self and others.
- 7.02 Explain personal reactions to musical works.
- 7.03 Demonstrate respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Identify and explain commonalities between music and the other arts areas.
- 8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Identify the style of aural musical examples from various historical periods and cultures.
- 9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world.
- 9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use.
- 9.04 Identify and describe roles of musicians in various musical settings and cultures.
- 9.05 Show respect for music from various cultures and historical periods.

MUSIC 3-5

Characteristics of the Upper Elementary School Student

Most upper elementary school students have adjusted to the structure of the school setting and are eager to take on new tasks and challenges. Students have increased coordination, are conscious of detail, and have increased communication skills. An increasing number of individual differences and abilities appear, and children are better able to cooperate and work in groups. The upper elementary music program provides opportunities for students to explore music alone and as part of a group.

The Learning Experience

The 3-5 music program is designed to reinforce the experiential learning of the primary grades and to create a foundation for additional music study as children progress to middle school. Performing, composing, improvising, and listening are supported by discussion and reflection to enhance musical understanding. In addition to participating in general music class, students may have the opportunity to begin band, orchestral, choral, or other specialized music studies.

Content Integration

Content integration is a natural way for children to organize and understand their world. The elementary music program provides rich opportunities for students to study music in relation to other content areas. Integration with visual arts, dance, and theatre is ongoing, as are interdisciplinary studies with English language arts, mathematics, science, social studies, and other areas of the curriculum. Music can be a vehicle for helping children understand major concepts such as patterns, cycles, and processes. Music can help students understand cultural diversity, the writing process, mathematical reasoning and concepts, the scientific process, and the impact of technological advances on music. Students are encouraged to model character traits such as respect, responsibility, kindness, integrity, courage, perseverance, self-discipline, and good judgment through their participation in music.

Presentations

Presentation of work is a natural progression in the study of music. Students will have opportunities to demonstrate their work in many venues at the elementary school level, however; the final product should not be the primary emphasis in the music class. Performances are simply a culmination of the process of studying and/or creating music. Presentations may take place through informal or formal sharing within the classroom for individuals, small groups, the entire class, or for various other audiences. The learning experience is the focus of these presentations even though a

final product may be produced. Informances may be used to demonstrate the process for how students arrive at the product or performance as a result of instruction. These experiences provide opportunities to define the roles of performers and audience members, teach students to respond to and critique music appropriately, and help children to build confidence and pride in their work.

**Program
Continuity**

Throughout the curriculum, objectives progress sequentially from one grade level to the next. Some objectives may recur at more than one grade level; however, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. In programs where multiple opportunities for musical involvement exist (band, chorus, orchestra, etc), general music teachers should work cooperatively with other music teachers to ensure consistent curriculum delivery. The 3-5 music program prepares students to continue music studies at the middle school level.

MUSIC - Grade 3

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating increased pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying traditional symbols and terms and using appropriate terminology
- Developing skills in improvising, composing, and arranging music
- Developing listening, analyzing, and evaluating skills
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing simple songs with increased pitch accuracy.
- 1.02 Match pitch within a developmentally appropriate vocal range, using head tones.
- 1.03 Sing simple songs with increased rhythmic accuracy.
- 1.04 Sing with proper vocal technique including head tones, clear diction, and correct posture.
- 1.05 Respond to the cues of a conductor.
- 1.06 Sing expressively with appropriate dynamics and phrasing.
- 1.07 Demonstrate beginning part-singing skills through performing rounds and simple ostinati.
- 1.08 Sing a variety of music representing diverse genres, styles, and cultures.
- 1.09 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Play with increased pitch accuracy.
- 2.02 Play with increased rhythmic accuracy.
- 2.03 Play with appropriate technique and posture.
- 2.04 Play expressively using appropriate dynamics.
- 2.05 Play independent instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.
- 2.06 Respond to the cues of a conductor.

- 2.07 Play music representing diverse styles, genres, and cultures.
- 2.08 Show respect for the playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise rhythmic questions and answer phrases.
- 3.02 Improvise simple major and minor pentatonic melodies.
- 3.03 Improvise simple rhythmic and melodic ostinato accompaniments.
- 3.04 Improvise simple rhythmic variations of familiar melodies.
- 3.05 Improvise short songs and instrumental pieces using a variety of sound sources, including electronic media.
- 3.06 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Create and arrange music to accompany readings or dramatizations.
- 4.02 Compose short pieces for voices or instruments using the pentatonic scale and varied rhythmic values.
- 4.03 Arrange simple pieces for voices or instruments.
- 4.04 Use a variety of sound, notational, and technological sources to compose music.
- 4.05 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read whole, half, dotted half, quarter, and eighth note and quarter rest durations in 2/4, 3/4, and 4/4 meters.
- 5.02 Read melodic notation in the treble clef.
- 5.03 Identify pitches on the treble clef.
- 5.04 Identify symbols and traditional terms referring to expressive qualities including dynamics and tempo.
- 5.05 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.
- 5.06 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify simple music forms when presented aurally including AB, ABA, AABA, Call and Response, and Introduction/Coda.

- 6.02 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural music examples of various styles and cultures.
- 6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 6.04 Identify visually and aurally a variety of instruments including many orchestra and band instruments, and instruments from various cultures.
- 6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.
- 6.06 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 6.07 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances.
(National Standard 7)

Objectives

- 7.01 Devise criteria for evaluating performances and compositions of self and others.
- 7.02 Explain personal reactions to specific musical compositions and styles using appropriate terminology.
- 7.03 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Identify similarities and differences in the meanings of common terms used in the other arts.
- 8.02 Identify ways in which the principles and subject matter of other disciplines taught in the school are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Identify the style of aural music examples from various historical periods and cultures.
- 9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world, past and present.
- 9.03 Identify various uses of music and describe characteristics that make certain music suitable for each use.
- 9.04 Identify and describe roles of musicians in various music settings and cultures.
- 9.05 Show respect for music from various cultures and historical periods.

MUSIC - Grade 4

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying traditional symbols and terms and using appropriate terminology
- Developing skills in improvising, composing, and arranging music
- Developing listening, analyzing, and evaluating skills
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing with pitch accuracy.
- 1.02 Match pitch within a developmentally appropriate vocal range, using head tones.
- 1.03 Sing with rhythmic accuracy.
- 1.04 Sing with proper vocal technique including pure head tone, clear diction, and correct posture.
- 1.05 Respond to the cues of a conductor.
- 1.06 Sing expressively with appropriate dynamics, phrasing, and interpretation.
- 1.07 Blend vocal timbres and match dynamic levels while singing in a group.
- 1.08 Demonstrate part-singing skills through singing ostinatos, partner songs, and rounds.
- 1.09 Sing music representing diverse styles, genres, and cultures.
- 1.10 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Play with pitch accuracy.
- 2.02 Play with rhythmic accuracy.
- 2.03 Play with appropriate technique and posture.
- 2.04 Play expressively using appropriate dynamics, phrasing, and interpretation.

- 2.05 Play independent instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.
- 2.06 Respond to the cues of a conductor.
- 2.07 Play music representing diverse styles, genres, and cultures.
- 2.08 Show respect for the playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise rhythmic and melodic question and answer phrases.
- 3.02 Improvise simple rhythmic and melodic ostinato accompaniments.
- 3.03 Improvise simple pentatonic and major diatonic melodies.
- 3.04 Improvise simple rhythmic and melodic variations of familiar melodies.
- 3.05 Improvise short songs and instrumental pieces using a variety of sound sources including electronic media.
- 3.06 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Create and arrange music to accompany readings or dramatizations.
- 4.02 Compose short music compositions for voices or instruments using pentatonic and major diatonic scales and varied rhythmic values.
- 4.03 Arrange simple compositions for voices or instruments.
- 4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.05 Show respect for the compositions and arrangements of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read whole, half, dotted half, quarter, and eighth note and rest durations in 2/4, 3/4, and 4/4 meters.
- 5.02 Read pitch notation in the treble clef.
- 5.03 Identify symbols and traditional terms referring to expressive qualities, including dynamics and tempo.
- 5.04 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple musical patterns.
- 5.05 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify simple music forms when presented aurally including AB, ABA, Call and Response, Rondo, Ballad, and Introduction/Coda.
- 6.02 Demonstrate perceptual skills by conducting, moving to, answering questions about, and describing aural examples of music of various styles and cultures.
- 6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 6.04 Identify visually and aurally a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.
- 6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.
- 6.06 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 6.07 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

- 7.01 Devise and use criteria for evaluating performances and compositions of self and others.
- 7.02 Explain personal reactions to specific musical works and styles using appropriate music terminology.
- 7.03 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose.
- 8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Identify the style or genre of aural music examples from various historical periods and cultures.
- 9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world, past and present.
- 9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use.
- 9.04 Identify and describe roles of musicians in various music settings and cultures.
- 9.05 Show respect for music from various cultures and historical periods.

MUSIC - Grade 5

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing with pitch and rhythmic accuracy.
- 1.02 Match pitch within a developmentally appropriate vocal range, using head tones.
- 1.03 Demonstrate the proper use of breath control while singing a phrase or simple song.
- 1.04 Respond to the cues of a conductor.
- 1.05 Sing with proper vocal technique including head tones, clear diction, and correct posture.
- 1.06 Sing expressively with appropriate dynamics, phrasing, and interpretation.
- 1.07 Demonstrate part-singing skills through singing ostinati, partner songs, rounds, and counter melodies.
- 1.08 Blend vocal timbres and match dynamics while singing in a group.
- 1.09 Sing music representing diverse styles, genres, and cultures.
- 1.10 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Play with pitch and rhythmic accuracy.
- 2.02 Play with appropriate technique and posture.
- 2.03 Play expressively using appropriate dynamics, phrasing, and interpretation.

- 2.04 Play independent instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.
- 2.05 Respond to the cues of a conductor.
- 2.06 Play music representing diverse styles, genres, and cultures.
- 2.07 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise rhythmic and melodic question and answer phrases.
- 3.02 Improvise rhythmic and melodic ostinato accompaniments.
- 3.03 Improvise simple major and minor pentatonic and diatonic melodies.
- 3.04 Improvise rhythmic variations and melodic embellishments on familiar melodies.
- 3.05 Improvise increasingly complex songs and instrumental pieces using a variety of sound sources, including electronic media.
- 3.06 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Create and arrange music to accompany readings or dramatizations.
- 4.02 Compose short pieces for voices or instruments using major and minor pentatonic and diatonic scales and varied rhythmic values.
- 4.03 Arrange simple pieces for voices or instruments.
- 4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.05 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, and 6/8 meters.
- 5.02 Read melodic notation in the treble clef.
- 5.03 Identify notated pitches in the treble and/or bass clef.
- 5.04 Identify symbols and traditional terms referring to expressive qualities including dynamics and tempo.
- 5.05 Use standard symbols to notate meter, rhythm, pitch, and dynamics in patterns.
- 5.06 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify music forms when presented aurally including AB, ABA, AABA, Call and Response, Rondo, Theme and Variations, Ballad, and Introduction/Coda.
- 6.02 Demonstrate perceptual skills by conducting, moving to, answering questions about, and describing aural examples of varied musical styles and cultures.
- 6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 6.04 Identify visually and aurally a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.
- 6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.
- 6.06 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 6.07 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

- 7.01 Devise and use criteria for evaluating performances and compositions of self and others.
- 7.02 Explain, using appropriate music terminology, personal reactions to specific musical works and styles.
- 7.03 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose.
- 8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally performing music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Identify the style of aural musical examples from various historical periods and cultures.
- 9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world.
- 9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use.
- 9.04 Identify and describe roles of musicians in various musical settings and cultures.
- 9.05 Show respect for music from various cultures and historical periods.

MUSIC 6-8

Characteristics of the Young Adolescent

The period of adolescence is one marked by change. Students in grades 6-8 are changing physically, socially, emotionally, and intellectually. During this time, adolescents are struggling to define themselves as individuals and in relation to others. They begin to question the role of adults in their lives, and their peers take on increasing importance. They face many unique challenges as they struggle to find themselves in this transition between childhood and adulthood.

The Learning Experience

The middle grades program is designed to act as a bridge between the elementary and high school music programs. Teachers guide students through developmentally appropriate experiences in music which help to build necessary skills for success in both music and other facets of life. Singing experiences are adjusted appropriately to accommodate the changing voice. Students work more frequently within a group of peers, demonstrating skills of cooperation, and learning to compromise and be team players.

Students will have many opportunities to experience music at the middle school level. They may choose to participate in general, choral, and/or instrumental music courses. Because the curriculum is described in a grade-by-grade format, it will be necessary for the teacher to differentiate objectives appropriately according to the nature of the course and the instructional levels of students. Although more emphasis may be placed on particular objectives according to the content of a course, a comprehensive music education incorporating objectives from all of the competency goals continues through the middle school level to perpetuate the musical growth of every child.

Content Integration

Music is studied both as a self-contained content area and as an integral component of the academic curriculum. Integration with visual arts, dance, and theatre is ongoing, as are interdisciplinary projects with English Language Arts, Mathematics, Science, Social Studies, and other content areas.

Presentations

Presentation of work is a natural progression in the study of music. Students are provided opportunities to demonstrate their work in many venues at the middle school level. However, the final product or performance should not be the primary emphasis in the music class; performances are simply a culmination of the process of studying and/or creating music. Informances, demonstrating the process for how students arrive at a performance as a result of instruction, are appropriate at this level. Performing is a learning experience that helps students define the roles of performers and audience members, teaches students to respond to and critique music appropriately, and helps students to build confidence and pride in their work. Performances also help foster an appreciation of music as an art form and as a form of communication.

**Program
Continuity**

Ideally, students have completed a rich and comprehensive K-5 program in music before entering the middle school music program. Because of the musical background developed in elementary school, students will be prepared and motivated for more advanced musical experiences. Teachers in varying situations will need to modify objectives depending on the amount of previous music instruction students have received. Additionally, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. The middle school music program prepares students to continue music studies at the high school level.

MUSIC - Grade 6

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying and applying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing with pitch and rhythmic accuracy and proper breath control, in an appropriate range.
- 1.02 Respond to the cues of a conductor.
- 1.03 Sing music of appropriate voicing, with expression and technical accuracy.
- 1.04 Sing music representing diverse styles, genres, and cultures.
- 1.05 Show respect for the singing efforts of others.

Additionally, for students participating in choral classes:

- 1.06 Create harmony by singing 2-part songs, partner songs, and rounds.
- 1.07 Sing music written in easy keys, meters, and rhythms in limited ranges.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Play at least one instrument with appropriate posture, playing position, and technique.
- 2.02 Respond to the cues of a conductor.
- 2.03 Play music representing diverse styles, genres, and cultures.
- 2.04 Show respect for the instrumental playing efforts of others.

Additionally, for students participating in instrumental classes:

- 2.05 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expressiveness and technical accuracy.
- 2.06 Play music written in easy keys, meters, and rhythms in limited ranges.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise melodies.
- 3.02 Improvise rhythmic variations of given melodies.
- 3.03 Improvise short melodies while accompanied by specified patterns.
- 3.04 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Compose short pieces using the basic elements of music to demonstrate repetition and contrast.
- 4.02 Create an arrangement of an existing composition, using different voices and/or instruments.
- 4.03 Use a variety of sound, notational, and technological sources to compose music.
- 4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8 and 2/2 meters.
- 5.02 Identify pitches in treble and bass clefs.
- 5.03 Sightread simple melodic notation in the treble clef.
- 5.04 Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.05 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify specific music events in a given aural example, using appropriate terminology.
- 6.02 Identify elements of music in aural examples representing diverse genres and cultures.
- 6.03 Identify the basic principles of meter, rhythm, and tonality in analyses of music.

- 6.04 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.05 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances.
(National Standard 7)

Objectives

- 7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing.
- 7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- 7.03 Identify and describe how interacting musical elements impact one's feelingful response to music.
- 7.04 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose.
- 8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Identify the distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 9.02 Describe how elements of music are used in various exemplary musical compositions.
- 9.03 Compare across several cultures of the world and in history, the functions of music, roles of musicians, and conditions under which music is typically performed.
- 9.04 Show respect for music from various cultures and historical periods.

MUSIC - Grade 7

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying and applying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing consistently on pitch, with accurate rhythm and proper breath control, in an appropriate range.
- 1.02 Respond to the cues of a conductor.
- 1.03 Sing music of appropriate voicing, with expression and technical accuracy.
- 1.04 Sing music representing diverse styles, genres, and cultures.
- 1.05 Show respect for the singing efforts of others.

Additionally, for students participating in choral classes:

- 1.06 Sing music written in two and three parts.
- 1.07 Sing music written in a variety of keys, meters, and rhythms, in limited ranges.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Play at least one instrument with appropriate posture, playing position, and technique.
- 2.02 Respond to the cues of a conductor.
- 2.03 Play music representing diverse styles, genres, and cultures.
- 2.04 Play by ear simple melodies.
- 2.05 Show respect for the instrumental playing efforts of others.

Additionally, for students participating in instrumental classes:

- 2.06 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expression and technical accuracy.
- 2.07 Play music written in a variety of keys, meters, and rhythms in limited ranges.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise melodies and accompaniments.
- 3.02 Improvise melodic variations using major and minor pentatonic and diatonic scales.
- 3.03 Improvise short melodies, unaccompanied and over given rhythmic accompaniments.
- 3.04 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Compose short pieces using the basic elements of music to demonstrate tension and release.
- 4.02 Create an arrangement of an existing composition, using different voices and/or instruments.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 2/4, 4/4, 6/8, and 2/2 meters.
- 5.02 Identify pitches in the treble and bass clefs.
- 5.03 Sightread pitch notation in the treble and bass clefs.
- 5.04 Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.05 Use standard notation to record own musical ideas and musical ideas of others.
- 5.06 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Discuss specific musical events in a given aural example, using appropriate terminology.
- 6.02 Discuss elements of music in aural examples representing diverse genres and cultures.
- 6.03 Identify and discuss the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analyses of music.
- 6.04 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.05 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

- 7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions and apply criteria in personal listening and performing.
- 7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the musical style and offer constructive suggestions for improvement.
- 7.03 Identify and describe how interacting musical elements impact one's feelingful responses to music.
- 7.04 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Compare in two or more arts areas how the characteristic elements of each art form can be used to transform events, emotions, or ideas into works of art.
- 8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Discuss the distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 9.02 Identify various exemplary musical compositions and discuss characteristics that cause each work to be considered exemplary.
- 9.03 Compare across several cultures of the world and in history functions of music, roles of musicians, and conditions under which music is typically performed.
- 9.04 Show respect for music from various cultures and historical periods.

MUSIC - Grade 8

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying and applying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing consistently on pitch, with accurate rhythm and proper breath control, in an appropriate range.
- 1.02 Respond to the cues of a conductor.
- 1.03 Sing music of appropriate voicing, with expression and technical accuracy.
- 1.04 Sing music representing diverse styles, genres, and cultures.
- 1.05 Show respect for the singing efforts of others.

Additionally, for students participating in choral classes:

- 1.06 Sing music written in 2 and 3 parts.
- 1.07 Sing music written in modest ranges which may include changes of tempo, key, and meter.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Play at least one instrument with appropriate posture, playing position, and technique.
- 2.02 Respond to the cues of a conductor.
- 2.03 Play music representing diverse styles, genres, and cultures.
- 2.04 Play by ear simple melodies and accompaniments.
- 2.05 Show respect for the instrumental playing efforts of others.

Additionally, for students participating in instrumental music classes:

- 2.06 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expressiveness and technical accuracy.
- 2.07 Play music written in modest ranges which may include changes of tempo, key, and meter.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise melodies and harmonic accompaniments.
- 3.02 Improvise rhythmic and melodic variations using major and minor pentatonic and diatonic scales.
- 3.03 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.
- 3.04 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Compose short pieces using the basic elements of music to demonstrate repetition and contrast, and tension and release.
- 4.02 Create an arrangement of an existing composition, using different voices and/or instruments.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/3, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
- 5.02 Read melodic notation in the treble and bass clefs.
- 5.03 Identify symbols and traditional terms referring to expressive musical qualities including dynamics and tempo.
- 5.04 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.
- 5.05 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Describe and explain specific musical events in a given aural example, using appropriate terminology.
- 6.02 Analyze elements of music in aural examples representing diverse genres and cultures.
- 6.03 Describe and explain the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analyses of music.
- 6.04 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.05 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

- 7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing.
- 7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- 7.03 Identify and describe how interacting musical elements impact one's feelingful responses to music.
- 7.04 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Compare in two or more arts areas how the characteristic elements of each art form can be used to transform events, emotions, or ideas into works of art.
- 8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Describe and explain the distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 9.02 Classify various exemplary musical compositions and discuss the characteristics that cause each work to be considered exemplary.
- 9.03 Compare in several cultures of the world and in history the functions music serves, roles of musicians, and conditions under which music is typically performed.
- 9.04 Show respect for music from various cultures and historical periods.

MUSIC 9-12

Characteristics of the Adolescent/ Young Adult

The period of adolescence/young adulthood is a time of increasing maturity, responsibility, independence, and self-expression. Students at this level can accommodate and accept increasing challenges as they move from participating in concrete experiences to formulating and understanding abstract ideas and concepts. High school students exhibit high attention spans, are very peer oriented, are intellectually curious, have increased social maturity, have a great interest in proficiency, and have greater individual variability due to differences in maturation rates. During the high school years, students focus on learning skills and concepts for work and life. Students in grades 9-12 select course of study pathways, set personal goals, and make career choices.

The Learning Experience

Music at the high school level builds on K-8 music experiences as a comprehensive, sequential, and discipline-based program. Students continue to broaden their respect for and understanding of music as an art form. Students examine the relationship of music to other content areas and the role and meaning of music in various social, cultural, and historical contexts. Technical expertise, artistic expression, and aesthetic judgment are enhanced through reflective practice, study, and evaluation of their own work and that of others.

High school courses are offered at varying skill levels, providing for sequential development. Students have opportunities to participate in a wide variety of courses that help meet their individual needs and/or interests such as band, orchestra, chorus, vocal and instrumental jazz ensembles, music theory, music history/appreciation, electronic music, piano class, and/or guitar class. Although more emphasis may be placed on particular objectives in various courses, a comprehensive music education incorporating objectives from all of the goals continues through the high school level to perpetuate the musical growth of every student.

Presentations

Presentation of work is a natural progression in the study of music. A high-quality performance is only one of many valid outcomes of music education. Students will have opportunities to demonstrate their work in many venues at the high school level. Performances are a culmination of the process of studying and/or creating music. Performances should not determine the curriculum; but, excellent, high-quality performances are typical at the high school level. Informances, demonstrating the process that students use to arrive at a performance as a result of instruction, are also appropriate at this

level. Performing is a learning experience that helps students to define the roles of performers and audience members, teaches students to respond to and critique music appropriately, and helps students to build confidence and pride in their work. Performances also help foster an appreciation of music as an art form and as a form of communication.

Course of Study At the high school level, students participate in a sequential course of study consisting of choices in Vocal Music (Levels I-IV), Instrumental Music (Levels I-IV), or General Music. Overviews of these courses are provided in the course descriptions, and may be further developed by the Local Education Agency (LEA). Teachers in varying situations may need to modify objectives depending on the amount and content of students' previous instruction in music. Additionally, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each course level, or whenever differentiation is appropriate. Students are encouraged to create and maintain music portfolios, which may be a combination of written, audio, or visual examples of their work. The high school music curriculum is designed for both students who intend to pursue music as a profession and students who have a general interest in music.

MUSIC - Vocal Music I

Vocal Music I is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Vocal Music I. Examples of courses which may be offered as a level I vocal class include: Chorus I, Girls' Chorus, Boys' Chorus, and other courses developed by the LEA. Students participating in a Vocal Music I course are expected to meet all of the goals and objectives provided in the SCS. Vocal Music I will provide students with opportunities to:

- Develop and demonstrate appropriate vocal practices and refine the use of the voice as an instrument
- Sing vocal literature which may include changes in tempi, keys, and meters, written in modest ranges
- Sing vocal literature representing diverse genres, styles, and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music I prepares students for further vocal studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Demonstrate correct vocal practices.
- 1.02 Sing easy vocal literature which may include changes in tempo, key, and meter, written in modest ranges.
- 1.03 Sing vocal literature representing diverse genres, styles, and cultures.
- 1.04 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Select and utilize appropriate instrumental accompaniments in a wide variety of historical and cultural styles.
- 2.02 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise simple melodic and rhythmic patterns.
- 3.02 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Compose music in several distinct styles using the elements of music.
- 4.03 Use a variety of sounds, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 2/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
- 5.02 Sightread melodies.
- 5.03 Notate melodies.
- 5.04 Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to record own musical ideas and musical ideas of others.
- 5.05 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify basic musical forms.
- 6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
- 6.03 Recognize and identify a variety of compositional techniques.
- 6.04 Identify various types of accompaniments.

- 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances.
(National Standard 7)

Objectives

- 7.01 Apply specific criteria for making informed, critical evaluations of music.
- 7.02 Evaluate musical works by comparing them to similar or exemplary models.
- 7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
- 7.04 Apply rules of standard English in written evaluations of music.
- 7.05 Describe the aesthetic nature of music and how perceptions of interacting musical elements affect one's feelingful responses to music.
- 7.06 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Identify the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.
- 8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are related to those of music.
- 8.03 Use knowledge of mathematical relationships to create original compositions.
- 8.04 Identify the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Identify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.
- 9.02 Examine situations to determine conflict and resolution in relation to music in history and cultures.
- 9.03 Examine the role of music/musicians in at least two different cultures and/or time periods.
- 9.04 Show respect for music from various cultures and time periods.

MUSIC - Vocal Music II

Vocal Music II continues to build on the comprehensive music education students have received in Vocal Music I. The LEA has flexibility in determining and developing courses which meet the competency goals and objectives for Vocal Music II. Examples of courses which may be offered as a level II vocal class include: Chorus II, Girls' Chorus, Boys' Chorus, and other courses developed by the LEA. Students participating in a Vocal Music II course are expected to meet all of the goals and objectives provided in the SCS. Vocal Music II will provide students with opportunities to:

- Develop and demonstrate appropriate vocal practices and refine the use of the voice as an instrument
- Sing with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Sing vocal literature which includes moderate technical demands, expanded ranges, and varied interpretive requirements
- Sing vocal literature representing diverse genres, styles, and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music II prepares students for further vocal studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing with increased technical accuracy.
- 1.02 Sing increasingly difficult vocal literature which contains moderate technical demands, expanded ranges, and varied interpretive requirements.
- 1.03 Sing vocal literature representing diverse genres, styles, and cultures.
- 1.04 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Select and use appropriate instrumental accompaniments in a wide variety of historical and cultural styles.
- 2.02 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise variations of melodies and accompaniments in different styles, meters, and tonalities.
- 3.02 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Compose music in several distinct styles using the elements of music.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 2/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
- 5.02 Demonstrate the ability to read individual part of a vocal score by describing how the elements of music are used.
- 5.03 Sightread musical examples in the treble and bass clefs.
- 5.04 Notate and transpose simple melodies using standard notation.
- 5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.06 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify musical forms representing various historical periods.
- 6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
- 6.03 Discuss a variety of compositional techniques.

- 6.04 Explain various accompaniments.
- 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances.
(National Standard 7)

Objectives

- 7.01 Apply specific criteria for making informed, critical evaluations of music.
- 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
- 7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
- 7.04 Apply rules of standard English in written evaluations of music.
- 7.05 Explain how interacting musical elements impact one's aesthetic or feelingful response to music.
- 7.06 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Apply standard rules of written English to explain the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
- 8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music.
- 8.03 Use knowledge of mathematical relationships to create original compositions.
- 8.04 Synthesize and apply information from other content areas to facilitate musical understanding.
- 8.05 Discuss the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.06 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Classify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.
- 9.02 Recognize and identify ways that music reflects history.
- 9.03 Evaluate the role of music by identifying and applying criteria to draw conclusions or make predictions about the past, present, and future roles of music in history and culture.
- 9.04 Show respect music from various cultures and time periods.

MUSIC - Vocal Music, Level III

Vocal Music III continues to build on the comprehensive music education students have received in Vocal Music II. The LEA has flexibility in determining and developing courses which meet the competency goals and objectives for Vocal Music III. Examples of courses which may be offered as a level III vocal class include: Chorus III, Girls' Chorus, Boys' Chorus, Vocal Ensemble, Concert Choir, A Cappella Choir, and other courses developed by the LEA. Students participating in a Vocal Music III course are expected to meet all of the competency goals and objectives provided in the SCS. Vocal Music III will provide students with opportunities to:

- Develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument
- Sing with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys
- Sing vocal literature representing diverse genres, styles, and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music III prepares students for further vocal studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing vocal literature of an appropriate and increasingly difficult level, with expression and technical accuracy.
- 1.02 Sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys.
- 1.03 Sing vocal literature representing diverse genres, styles, and cultures.
- 1.04 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Select and use appropriate instrumental accompaniments in a variety of historical and cultural styles.
- 2.02 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise melodies with rhythmic and melodic variations.
- 3.02 Improvise accompaniments in a variety of styles.
- 3.03 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 2/4, 4/4, 6/8, 3/8, 12/8, 2/2, and mixed meters.
- 5.02 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used.
- 5.03 Sightread moderately difficult musical examples with accuracy and expression.
- 5.04 Notate moderately difficult music examples using standard notation.
- 5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.06 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify musical forms representing diverse genres and cultures.
- 6.02 Demonstrate increased knowledge of the technical vocabulary of music.

- 6.03 Analyze and describe the elements of music in a given work.
- 6.04 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.
- 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances.
(National Standard 7)

Objectives

- 7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
- 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
- 7.03 Examine and determine the best economic value of instruments, materials, or recordings to make informed choices.
- 7.04 Apply rules of standard English in written evaluations of music.
- 7.05 Evaluate a given musical work in terms of its aesthetic qualities and explain musical devices it used to evoke feelings and emotions.
- 7.06 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Apply rules of standard English to compare and contrast the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
- 8.02 Analyze ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music.
- 8.03 Synthesize and apply information from other content areas to facilitate musical understanding.
- 8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Classify unfamiliar and familiar representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.
- 9.02 Recognize and identify ways that music reflects history.
- 9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.
- 9.04 Show respect for music from various cultures and time periods.

MUSIC – Vocal Music IV

Vocal Music IV continues to build on the comprehensive music education students have received in Vocal Music III. The LEA has flexibility in determining and developing courses which meet the competency goals and objectives for Choral Music IV. Examples of courses which may be offered as a level IV vocal class include: Chorus IV, Girls' Chorus, Boys' Chorus, Vocal Ensemble, Concert Choir, A Cappella Choir, Madrigal Singers, and other courses developed by the LEA. Students participating in a Vocal Music IV course are expected to meet all of the competency goals and objectives provided in the SCS. Vocal Music IV will provide students with opportunities to:

- Develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument
- Sing with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Sing difficult vocal literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements
- Sing vocal literature representing diverse genres, styles, and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills with traditional and non-traditional music
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music IV prepares students for further vocal studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing vocal literature of an appropriate and increasingly difficult level, with expression and technical accuracy.
- 1.02 Sing difficult vocal literature which requires advanced technical and interpretive skills, ability to perform various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements.
- 1.03 Sing vocal literature representing diverse genres, styles, and cultures.
- 1.04 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Select and utilize appropriate instrumental accompaniments in a wide variety of historical and cultural styles.
- 2.02 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise variations of melodies and accompaniments in different styles, meters, and tonalities.
- 3.02 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.
- 5.02 Sightread difficult musical examples with accuracy and expression.
- 5.03 Notate moderately difficult music examples using standard notation.
- 5.04 Read and interpret standard and non-standard notation.
- 5.05 Create musical examples using non-standard notation.
- 5.06 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.07 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Compare and contrast musical forms representing diverse genres and cultures.
- 6.02 Demonstrate extensive knowledge of the technical vocabulary of music.

- 6.03 Analyze and describe the elements of music in a given work that make it unique, interesting, and expressive.
- 6.04 Demonstrate the ability to perceive and remember musical events by describing in detail significant events occurring in a given aural example.
- 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances.
(National Standard 7)

Objectives

- 7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
- 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
- 7.03 Apply rules of standard English in written evaluations of music.
- 7.04 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it used to evoke feelings and emotions.
- 7.05 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Compare and contrast using main ideas and supporting details to organize and communicate information about the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
- 8.02 Generalize ways in which the concepts and skills of other content areas outside the arts are related to those of music.
- 8.03 Synthesize and apply information from other content areas to facilitate musical understanding.
- 8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Classify unfamiliar yet representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.
- 9.02 Explain how music has evolved over time.
- 9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about social outcomes.
- 9.04 Show respect for music from various cultures and time periods.

MUSIC – Instrumental Music I

Instrumental Music I is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Instrumental Music I. Examples of courses which may be offered as a level I instrumental class include: Band, Orchestra, Guitar Class, Piano Class, and other courses developed by the LEA. Students participating in an Instrumental I course are expected to meet all of the goals and objectives provided in the SCS. Instrumental Music I will provide students with opportunities to:

- Develop and demonstrate appropriate instrumental practices
- Play instrumental literature which may include changes in tempi, keys, and meters, written in modest ranges
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Instrumental Music I prepares students for further instrumental studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing selected instrumental parts.
- 1.02 Use singing to support instrumental study.
- 1.03 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Recognize and demonstrate appropriate instrumental technique.
- 2.02 Play simple instrumental literature using a variety of keys, meters, tempi, and rhythms in modest ranges.

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- 2.03 Play a varied repertoire of instrumental music representing diverse styles, genres, and cultures.
- 2.04 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise simple melodic and rhythmic patterns.
- 3.02 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Compose and arrange music incorporating appropriate voices and ranges.
- 4.02 Compose music in several distinct styles using the elements of music.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
- 5.02 Sightread simple musical examples.
- 5.03 Notate simple melodies.
- 5.04 Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to record own musical ideas and musical ideas of others.
- 5.05 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify basic musical forms.
- 6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
- 6.03 Recognize and identify a variety of compositional techniques.
- 6.04 Identify various types of accompaniments.
- 6.05 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances.
(National Standard 7)

Objectives

- 7.01 Apply specific criteria for making informed, critical evaluations of music.
- 7.02 Evaluate musical works by comparing them to similar or exemplary models.
- 7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
- 7.04 Apply rules of standard English in written evaluations of music.
- 7.05 Describe the aesthetic nature of music and how perceptions of interacting musical elements affect one's feelingful responses to music.
- 7.06 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Identify the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.
- 8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music.
- 8.03 Use knowledge of mathematical relationships to create original compositions.
- 8.04 Identify the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Identify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.
- 9.02 Examine situations to determine conflict and resolution in relation to music in history and cultures.
- 9.03 Examine the role of music/musicians in at least two different cultures and/or time periods.
- 9.04 Show respect for music from various cultures and time periods.

MUSIC – Instrumental Music II

Instrumental Music II continues to build on the comprehensive music education students have received in Instrumental Music I. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Instrumental Music II. Examples of courses which may be offered as a level II instrumental classes include: Band, Concert Band, Symphonic Band, Wind Ensemble, String Ensemble, Orchestra, Guitar Class, Piano Class, and other courses developed by the LEA. Students participating in an Instrumental II course are expected to meet all of the goals and objectives provided in the SCS. Instrumental Music II will provide students with opportunities to:

- Develop and demonstrate appropriate instrumental practices
- Play with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Play instrumental literature which includes moderate technical demands, expanded ranges, and varied interpretive requirements
- Singing as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Instrumental Music II prepares students for further instrumental studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing selected instrumental parts.
- 1.02 Use singing to support instrumental study.
- 1.03 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Play with increased technical accuracy.
- 2.02 Play increasingly difficult instrumental literature which contains moderate technical demands, expanded ranges, and varied interpretive requirements.

- 2.03 Play instrumental literature representing diverse genres, styles, and cultures.
- 2.04 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise melodic and rhythmic patterns and accompaniments in a variety of styles.
- 3.02 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Compose music in several distinct styles using the elements of music.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
- 5.02 Demonstrate the ability to read individual part of an instrumental score by describing how the elements of music are used.
- 5.03 Sightread simple musical examples with reasonable accuracy.
- 5.04 Notate and transpose simple melodies using standard notation.
- 5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.06 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify musical forms representing various historical periods.
- 6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
- 6.03 Discuss a variety of compositional techniques.
- 6.04 Explain various accompaniments.
- 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances.
(National Standard 7)

Objectives

- 7.01 Apply specific criteria for making informed, critical evaluations of music.
- 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
- 7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
- 7.04 Apply rules of standard English in written evaluations of music.
- 7.05 Explain how interacting musical elements impact one's aesthetic or feelingful response to music.
- 7.06 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Apply standard rules of written English to explain the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
- 8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music.
- 8.03 Use knowledge of mathematical relationships to create original compositions.
- 8.04 Synthesize and apply information from other content areas to facilitate musical understanding.
- 8.05 Discuss the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.06 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Classify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.
- 9.02 Recognize and identify ways that music reflects history.
- 9.03 Evaluate the role of music by identifying and applying criteria to draw conclusions or make predictions about the past, present, and future roles of music in history and culture.
- 9.04 Show respect music from various cultures and time periods.

MUSIC – Instrumental Music III

Instrumental Music III continues to build on the comprehensive music education students have received in Instrumental Music II. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Instrumental Music III. Examples of courses which may be offered as a level III instrumental class include: Band, Concert Band, Symphonic Band, Wind Ensemble, Jazz Band, String Ensemble, Orchestra, Concert Orchestra, Guitar Class, Piano Class, and other courses developed by the LEA. Students participating in an Instrumental III course are expected to meet all of the goals and objectives provided in the SCS. Instrumental Music III will provide students with opportunities to:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Play moderately difficult instrumental literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Instrumental Music III prepares students for further instrumental studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing selected instrumental parts.
- 1.02 Use singing to support instrumental study.
- 1.03 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Play instrumental literature of an appropriate and increasingly difficult level, with expression and technical accuracy.
- 2.02 Play moderately difficult instrumental literature which requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys.
- 2.03 Play instrumental literature representing diverse genres, styles, and cultures.
- 2.04 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise melodies with rhythmic and melodic variations.
- 3.02 Improvise accompaniments in a variety of styles.
- 3.03 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 12/8, 2/2, and mixed meters.
- 5.02 Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used.
- 5.03 Sightread moderately difficult musical examples with accuracy and expression.
- 5.04 Notate moderately difficult music examples using standard notation.
- 5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.06 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify musical forms representing diverse genres and cultures.
- 6.02 Demonstrate increased knowledge of the technical vocabulary of music.
- 6.03 Analyze and describe the elements of music in a given work.
- 6.04 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.
- 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

- 7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
- 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
- 7.03 Examine and determine the best economic value of instruments, materials, or recordings to make informed choices.
- 7.04 Apply rules of standard English in written evaluations of music.
- 7.05 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.
- 7.06 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Apply rules of standard English to compare and contrast the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
- 8.02 Analyze ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music.
- 8.03 Synthesize and apply information from other content areas to facilitate musical understanding.
- 8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Classify unfamiliar and familiar representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.
- 9.02 Recognize and identify ways that music reflects history.
- 9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.
- 9.04 Show respect for music from various cultures and time periods.

MUSIC – Instrumental Music IV

Instrumental Music IV continues to build on the comprehensive music education students have received in Instrumental Music III. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Instrumental Music IV. Examples of courses which may be offered as a level IV instrumental class include: Concert Band, Symphonic Band, Wind Ensemble, Jazz Band, String Ensemble, Concert Orchestra, Guitar Class, Piano Class, and other courses developed by the LEA. Students participating in an Instrumental IV course are expected to meet all of the goals and objectives provided in the SCS. Instrumental Music IV will provide students with opportunities to:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Play difficult instrumental literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills with traditional and non-traditional music
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Instrumental Music IV prepares students for further instrumental studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing selected instrumental parts.
- 1.02 Use singing to support instrumental study.
- 1.03 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Play instrumental literature of an appropriate and increasingly difficult level, with expression and technical accuracy.
- 2.02 Play difficult instrumental literature which requires advanced technical and interpretive skills, ability to perform various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements.
- 2.03 Play instrumental literature representing diverse genres, styles, and cultures.
- 2.04 Show respect for the singing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise variations of melodies and accompaniments in different styles, meters, and tonalities.
- 3.02 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.
- 5.02 Sightread advanced musical examples with accuracy and expression.
- 5.03 Notate and transpose moderately difficult music examples using standard notation.
- 5.04 Read and interpret standard and non-standard notation.
- 5.05 Create musical examples using non-standard notation.
- 5.06 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.07 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Compare and contrast musical forms representing diverse genres and cultures.
- 6.02 Demonstrate extensive knowledge of the technical vocabulary of music.
- 6.03 Analyze and describe the elements of music in a given work that make it unique, interesting, and expressive.
- 6.04 Demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example.
- 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

- 7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
- 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
- 7.03 Apply rules of standard English in written evaluations of music.
- 7.04 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it used to evoke feelings and emotions.
- 7.05 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Compare and contrast using main ideas and supporting details to organize and communicate information about the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
- 8.02 Generalize ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music.
- 8.03 Synthesize and apply information from other content areas to facilitate musical understanding.
- 8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Classify unfamiliar yet representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.
- 9.02 Explain how music has evolved over time.
- 9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.
- 9.04 Show respect for music from various cultures and time periods.

MUSIC - General Music/All Other High School Electives

The competency goals and objectives of General Music/All Other High School Electives are provided as a guide for the development of all other high school electives. Examples of courses which may be offered include: General Music, Music Theory, Music History, Music Appreciation, Electronic Music, and all other music courses developed by the LEA. Students participating in music courses are expected to meet all of the goals and objectives provided in the SCS, although the emphasis on particular goals and objectives may vary depending upon the content of the course. Emphasis in these courses may provide students with opportunities to:

- Demonstrate appropriate expressive and technical vocal and instrumental practices
- Demonstrate pitch and rhythmic accuracy
- Read and notate rhythmic and melodic patterns
- Identify and apply traditional symbols and terms and use appropriate terminology
- Improvise, compose, and arrange music
- Listen to, analyze, and evaluate music
- Develop understanding of music in relation to history, culture, and other content areas
- Show respect for the efforts of others

Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

- 1.01 Sing with increased vocal proficiency.
- 1.02 Sing selected instrumental parts.
- 1.03 Sing a varied repertoire of music.
- 1.04 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

- 2.01 Recognize and demonstrate appropriate instrumental technique.
- 2.02 Play instrumental music representing diverse styles, genres, and cultures.
- 2.03 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise simple melodic and rhythmic patterns and accompaniments in a variety of styles.
- 3.02 Improvise variations on a simple melody.
- 3.03 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Plan logical steps and organize resources necessary to create compositions in varied styles.
- 4.03 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
- 4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.05 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

- 5.01 Sightread simple musical examples.
- 5.02 Identify and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas.
- 5.03 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify musical forms representing various historical periods and cultures.
- 6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
- 6.03 Discuss a variety of compositional techniques.
- 6.04 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

- 7.01 Apply specific criteria for making informed, critical evaluations of music.
- 7.02 Evaluate musical compositions by comparing them to similar or exemplary models.

- 7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
- 7.04 Apply rules of standard English in written evaluations of music.
- 7.05 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Apply rules of standard written English to explain the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.
- 8.02 Identify and explain ways in which the concepts and skills of other content areas outside the arts are related to those of music.
- 8.03 Discuss the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.04 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

- 9.01 Identify representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods.
- 9.02 Examine situations to determine conflict and resolution in relation to music in history and cultures.
- 9.03 Recognize and identify ways that music reflects history.
- 9.04 Examine the role of music/musicians in at least two different cultures and/or time periods.
- 9.05 Show respect for music from various cultures and time periods.

GLOSSARY

Music Standard Course of Study

A Cappella: Unaccompanied vocal music.

AB: A form made up of two contrasting sections, each of which may or may not be repeated.

ABA: A three-part compositional form made up of a principal section which is repeated after the completion of a contrasting section.

Accompaniment: The musical background for principal musical part(s).

Aesthetic response: A feelingful response one may experience while listening to music because of perceptions of interacting musical elements which create unity and variety, and tensions and resolutions.

Analyze: To separate or break up anything into its specific elements or component parts.

Arranging: Resetting music for other instruments or voices or for another style of performance than that for which it was originally written.

Articulation: The characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

Balance: The state of equilibrium where all the component parts of the music create a unified whole.

Ballad: A strophic narrative song, often passed along through the oral tradition.

Bass Clef: Symbol placed on the five-line staff in traditional notation indicating the pitch of the notes and locating F on the fourth line from the bottom of the staff.

Beat: Unit of measurement of rhythmic pulse of music.

Blend: The combination or mixing of voices or instruments so that no singular voice is distinguishable from the group sound.

Body Percussion: Sounds produced by use of the body, e.g. clap, snap, slap, tap, stamp, etc.

Breath Control: The ability to direct the breathing mechanism to provide a well-regulated supply of air to the vocal cords or the mouthpiece of a wind instrument.

By Ear: The ability to play or sing either intuitively or analytically without the use of a printed score.

Call and Response: A song style that follows a simple question-and-answer pattern in which a soloist leads and a group responds.

Chords: Three or more pitches sounding simultaneously or functioning as if sounded simultaneously.

Classifying: Grouping entities based on their common relationships.

Classroom Instruments: Instruments typically used in the general music classroom which may include recorders, autoharps, mallet instruments, pitched and unpitched percussion instruments, keyboard, and electronic instruments.

Clef: A symbol used to determine the name and pitch of the notes on the staff to which it is prefixed.

Coda: A few measures or a section added to the end of a piece of music to make a more effective ending.

Collaboration: A social skill involving working together with two or more persons.

Comparing: Noting similarities and differences between or among entities.

Composing: The act of inventing or creating music.

Composition: The product of creating music.

Conducting: Indicating the meter, tempo, changes in tempo and dynamics, and other musical outcomes through the use of gestures of the hands and arms.

Conductor: A person who, principally by means of gestures of the hands and arms, leads the performance of a musical ensemble.

Counter Melody: An alternate melody sung along with and as a companion to the main melody.

Descant: A vocal part or parts added above the highest part and intended to be performed by treble voices along with the ensemble.

Developmentally appropriate: Activities or instruction which are appropriate to the developmental abilities of the student.

Diatonic: Referring to the tones of the major or minor scales. The diatonic scales are those of the major and minor keys, and diatonic passages, intervals, chords, and harmonies are those made up of the notes of the key prevailing at the moment.

Diction: The degree of clarity and distinctness of pronunciation and articulation in speech or singing.

Dynamics: Degrees of loudness.

Elements of music: Pitch (melody), rhythm, harmony, dynamics, timbre (tone color), texture, form, and tempo.

Embellishment: The modification of music, usually but not always through the addition of notes, to make it more meaningful, or to demonstrate the abilities of the interpreter.

Evaluating: Assessing the reasonableness and quality of music according to given criteria.

Expression: The quality in a composition or performance which appeals to judgment, taste, or feelings, and which portrays the emotional intent of the composer.

Form: The overall structural organization of a music composition (e.g. AB, ABA, Call and Response, Rondo, Theme and Variations, Sonata-allegro, etc) and the interrelationships of music events within the overall structure.

Genre: A type or category of music (e.g. Sonata, Opera, Oratorio, Art Song, etc).

Harmony: Two or more tones sounding together.

Head tone: Classification of vocal register which is associated with resonance and tone placement as well as functions within the laryngeal mechanism itself; so called "head tone" or "head voice" because the singer experiences a sensation of vibrating in the head. May also be referred to as "light register."

Icons: Graphic representations indicating, for example, pitch or rhythm, and used in lieu of or along with traditional symbols for these elements.

Improvise: To create music spontaneously.

Inferring: A thinking skill which enables one to go beyond available information to identify what reasonably may be true.

Informance: A sharing or showing of music that demonstrates the process for how students arrive at the product or performance as a result of instruction, rather than focusing solely on the end result. An informance may include explanation or discussion.

Integrating: Connecting or combining information into understanding of a greater whole.

Intervals: The relationship among pitches (e.g. C4 and E4 produce a Major 3rd).

Introduction: A preliminary section of a musical composition.

Key Signature: The sharps or flats placed at the beginning of a composition or line of music denoting the scale on which the music is based.

Key: The basic scale and tonality of a composition.

Level of Difficulty: Music is generally classified into six levels of difficulty:

Level I - Very easy. Easy keys, meters, rhythms; limited ranges.

Level II - Easy. May include changes of tempo, key, and meter; modest ranges.

Level III - Moderately easy. Contains moderate technical demands, expanded ranges, and varied interpretative requirements.

Level IV - Moderately difficult. Requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

Level V - Difficult. Requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, and subtle dynamic requirements.

Level VI - Very difficult. Suitable for musically mature students of exceptional competence.

Major scale: A scale built on the sequence of an ascending pattern of two whole steps, one half step, three whole steps, and one half step.

Meter signature: An indication of the meter of a musical composition, usually presented in the form of a fraction; the lower number indicates the unit of measurement, and the upper number indicates the number of units that make up a measure.

Meter: The grouping in which a succession of rhythmic pulses or beats is organized, indicated by a meter signature at the beginning of a work.

Minor scale: A scale built on the sequence of an ascending pattern of whole step, half step, whole, whole, half, whole, whole.

Notation: The use of various symbols to indicate the pitch, rhythm, and expressive elements of a composition.

Ostinato: A continually recurring rhythmic or melodic pattern.

Partner songs: Two or more songs that can be sung at the same time to create harmony.

Pentatonic Scale: A scale consisting of five pitches. Often used as a scale omitting the fourth and seventh pitches of a major scale; or the second and fifth pitches of a minor scale.

Phrasing: Dividing musical sentences or thoughts into melodic and/or rhythmic sections, similar to the effect of punctuation in language.

Pitch: The highness or lowness of a tone, as determined by the frequency of vibrations per second.

Portfolio: A collection of student work. The teacher, students, or both may select samples of student work placed in the portfolio. Portfolios may include written, audio, electronic, and/or video formats of a student's work.

Questions and Answer: A formal structure where each successive phrase or section is formed as a response to the preceding one.

Recalling: Activating prior stored knowledge or memory for use in a given situation.

Repertoire: A collection of music that a student has learned and is prepared to demonstrate.

Rhythm: The organization of sounds and silences across time; the temporal quality of sound.

Rondo: A form based on alternation between a repeated section (A) and contrasting episodes (B) and/or (C); for example, ABACABA.

Round: A composition for two or more voices in which one voice enters after another in exact imitation of the first.

Scale: A sequence of tones, usually within an octave, and used as the basis of a composition.

Score: A notation showing all the parts of a musical composition.

Sightread: The reading (singing or playing) of music at first sight.

Staff: Five parallel lines on which music is traditionally written.

Standard or Traditional Notation: Music written on one or more staves, using traditional note symbols and clefs to indicate pitch locations and durations.

Style: The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, for example, composers (e.g. the style of Copland), periods (e.g. Baroque style), media (e.g. keyboard style), nations (e.g. French style), form or type of composition (e.g. Fugal style), or genre (e.g. operative style).

Synthesizing: Combining or integrating information.

Technical accuracy: The ability to play or sing with the appropriate timbre, intonation, diction, with correct pitches and rhythms.

Technology: Electronic media that can be used in music such as video and tape recorders, CD players, sound modules, MIDI instruments, computer software and hardware.

Tempo: The speed of music.

Texture: The number of simultaneous sounding lines. The manner in which horizontal pitch sequences are organized.

Theme and Variations: A compositional form where an initial theme is stated and each section thereafter is a modification of that theme.

Timbre: The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tone production: The manner of producing musical tones. In vocal music, it involves the coordination of breath support, resonance of the tone and vowel and consonant sounds. In wind instruments, it involves the coordination of breath support, tonguing, and embouchure. In stringed instruments, it involves the varied uses of the bow and finger movement, such as vibrato.

Transpose: Changing a phrase or composition to a key other than the one in which the piece is written.

Two-part Songs: Songs written for performance by two distinct voices.

Unison: Singing or playing the same notes by all singers or players, either at exactly the same pitch or in a different octave.

THEATRE ARTS

Purpose of Theatre Arts

Theatre arts in the public schools teaches the basic life skills, thinking skills and personal qualities which:

- develop an understanding of the ideas, attitudes, beliefs, and feelings of diverse people in different times throughout history as communicated through literature and theatre.
- employ techniques for teaching and learning through developmental processes and activity-oriented methods.
- promote higher level critical and creative thinking skills, problem recognition and problem solving, intuition, examination and implementation of conflict resolution, and the learning of reading, writing, math and other areas of the curriculum.
- assist in focusing the emotions for controlled use, strengthening the imagination for creative self-expression, disciplining the voice and body for purposeful use, expanding intellectual horizons to include aesthetic awareness, developing self-discipline, and providing a basic understanding and critical appreciation of all the theatre arts.
- involve making connections between theatre arts and other art forms, other curriculum areas, dramatic media, and the related use of technology including numbers and data.
- provide an intense study of what playwrights seek to convey and how this is intensified through theatrical production, thus giving students insights into countless aspects of the diverse and changing world.
- include the reading, viewing, listening, researching, writing, speaking, preparing to perform, performing, and directing of traditional and experimental theatrical forms, as well as, the accompanying aspects of technical production.
- engage students in the creative process and the practical application of theatre techniques (such as observing, considering possibility, and communicating) which students can use in studying other areas of the curriculum and for life-long learning.
- and enable students to function and communicate more proficiently, work independently as a member of a team, to value the individual contributions of others, and to learn virtually any subject matter in a more dynamic way.

Strands

The following strands run throughout the theatre arts program and are guiding concepts for theatre arts study at every grade level and in each high school course. For the purposes of this study, they are listed and defined as follows:

- **Perceiving** - To become aware directly through any of the senses.

- **Thinking** - The act or practice of formulating in the brain; a way of reasoning, reflecting or judging.
- **Comprehending** - To mentally take in the meaning, nature or importance.
- **Applying** - To put into action or to adapt for a special use.
- **Integrating** - The process of combining or coordinating separate and diverse understandings, perceptions or information into a more complete understanding of something.
- **Communicating** - The art and technique of using effectively words, physical gestures or various types of technology to impart ideas, information or messages.
- **Creating** - To produce through artistic or imaginative effort.
- **Analyzing** - To separate into parts or basic principles so as to determine the nature of the whole.
- **Critiquing** - To review or discuss critically.
- **Imitating (Kindergarten - grade 2)** - To use or follow as a model the actions, appearance, mannerisms or speech of others.
- **Presenting (grades 3 - 5)** - To offer or share, usually in a classroom or informal theatre setting, a portrayal or other theatre work for consideration or display.
- **Performing (grades 6 - 12)** - To portray a role or skill before an audience in a formal or informal setting.

Basis for Theatre Arts

Theatre, the imagined and enacted world of human beings, is one of the primary ways children at an early age learn about life - about actions and consequences, about customs and beliefs, about others and themselves. They learn through their social pretend play and from hours of viewing television and film. Children use pretend play as a means of making sense of the world; they create situations to play and assume roles; they interact with peers and arrange environments to bring their stories to life; they direct one another to bring order to their drama, and they respond to one another's dramas. In other words, children arrive at school with rudimentary skills as playwrights, actors, designers, directors, and audience members; theatre arts education should build on this foundation. The theatre arts program in the early years starts with and has a strong emphasis on improvisation, which is the basis of social pretend play.

Sequence of Theatre Arts

In an effort to create a seamless transition from the natural skills of pretend play to the study of theatre, this SCS integrates the several aspects of the art form: script writing, acting, designing, directing, researching, comparing art forms, analyzing and critiquing, and understanding context. Because of the broad base

of knowledge and skills involved in creating, responding to, and performing in theatre arts, experiences and learning must evolve in a sequential manner. Every area of study in theatre arts must be developed in this logical way for students to be able to understand and participate to the best of their ability at each ensuing level of comprehension and refinement. Furthermore, this SCS is designed and organized so that teachers of students arriving at a grade level for which they lack prior training may incorporate developmentally appropriate learning sequences from an earlier level.

**Program
Continuity**

Throughout the curriculum objectives progress from one grade level to the next K-12. Some objectives may recur at more than one grade level; however, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. Teachers should modify objectives appropriately to meet the instructional and developmental needs of each student.

THEATRE ARTS GRADES K-2

Overview

The arts are the first languages of children. Children are naturally involved in the arts from an early age as they sing, pantomime, move, create, and communicate through their senses. Theatre arts in grades K-2 encourages students to explore themselves and their world through creative drama. Students will develop thinking and learning skills by imitating, speaking, moving, creating and sharing. The dramatic process, primarily teacher-guided, provides students with opportunities to express and understand themselves and others in a positive way. Because of the exploratory nature of creative drama, students of all learning styles find an outlet for self-expression. They also develop the skills associated with peer acceptance and personal discipline while working in a non-threatening learning environment.

Content Integration

Creative drama provides a natural vehicle for curriculum integration. As students role play and re-enact stories, they bring literature to life and develop reading expression and comprehension skills. By imitating animals, exploring playing areas and interacting with others, students explore science, math and social studies and other disciplines' concepts through the power of drama.

The theatre arts goals and objectives for K-2 describe a strong foundation for all subsequent years. As students progress from teacher-guided activities to small group activities and on to independent practice, their skills will increase in sophistication.

Presentations

Presentations are an option to be considered by the elementary teacher as the natural culmination of a creative process, rather than an artificially imposed requirement. Emphasis must be on student learning and positive reaction, rather than on trying to impress adults. Theatre is often referred to as a shared experience between actors and audiences, therefore, student pride and development in sharing theatre is what makes performance worthwhile. The complexity or formality of any theatrical performance should be dependent upon the comfort level, enthusiasm and willingness of both the students and the teacher. There are many other things students can do to participate in and support classroom presentations, so students who are genuinely afraid to perform in front of an audience should never be forced to do so.

Role of the Audience

Beginning with early elementary levels, students should examine the role of the audience in theatre. Teachers should be diligent in requiring students to be respectful audience members for any presentation, sharing activity or similar group situations, whether in the classroom or in a more formal setting. In order to share in and benefit from any presentational activity, students must demonstrate appropriate audience behavior. Selecting or generating presentations of a length corresponding to the students' developmental level will aid the teacher in this effort.

THEATRE ARTS - Kindergarten

The focus of theatre arts at the kindergarten level is to explore the role/s of the family unit and its members. Students explore the senses, movement and age appropriate literature through dramatic play. Students are exposed, through guided practice, to the beginning stages of drama and pretend play.

The emphasis at this grade level is on:

- Building movement and imitation skills
- Experiencing a variety of dramatic stories
- Adapting, enacting, or repeating
- Simulating events
- Expressing character choices
- Understanding acceptable audience behaviors and responses
- Sharing and viewing of creative drama activities

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Imitating

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

- 1.01 Restate setting, characters, and story events through pictorial, visual and physical aides.
- 1.02 Retell stories through guided dramatic play from text read aloud.
- 1.03 Recall the character/family relationships in stories, plays, puppet shows, etc.
- 1.04 Repeat sequence of events through verbal and nonverbal communication.
- 1.05 Recognize patterns in stories.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

- 2.01 Recognize that pretend play is dramatic.
- 2.02 Differentiate between dramatic play and creative drama.
- 2.03 Imitate a variety of roles in family life.
- 2.04 Express various ideas and emotions through gestures, movement and voice.
- 2.05 Role play a variety of real and non-real characters through guided dramatic play.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

- 3.01 Identify the setting for the story.
- 3.02 Adapt a space for playing out a story.

- 3.03 Distinguish between playing space and audience space.
- 3.04 Understand acceptable audience behaviors and responses.
- 3.05 Recognize the role of simple props, scenery and costumes in the dramatic process.
- 3.06 Imagine a variety of real and non-real environments.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

- 4.01 Repeat dialogue for retelling a story through guided practice.
- 4.02 Imitate the sounds and movements of objects, animals and people.
- 4.03 Listen and respond to directions and side coaching in dramatic activities.
- 4.04 Participate in group decision-making about artistic choices.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

- 5.01 Manipulate simple props and costumes to support the character or story.
- 5.02 Choose or imitate movement to support the playing of the character.
- 5.03 Choose or imitate vocal levels and ranges to support the playing of a character.
- 5.04 Notice character traits in visual aides such as storybook pictures.
- 5.05 Identify character traits using verbal and nonverbal expression.
- 5.06 Discuss the five senses as they relate to objects, animals, and people.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

- 6.01 Use sound, movement and drawing through dramatic play.
- 6.02 Use puppets in dramatic play.
- 6.03 Participate in and use the art form of pantomime.
- 6.04 Begin to be aware that a variety of art forms are infused into theatre and come from all cultures.
- 6.05 Discuss basic similarities and differences.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

- 7.01 Engage in discussion about dramatic process.
- 7.02 Listen to and demonstrate respect for the thoughts and opinions of others.
- 7.03 Look for the results of characters' actions in a variety of literary forms.
- 7.04 Discuss likes and dislikes of audience members.
- 7.05 Describe characters, setting and events seen or portrayed in formal or informal productions.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.
(National Standard 8)

Objectives

- 8.01 Share the role of film and television in one's family life.
- 8.02 Share the role of electronic media such as radio and computer in one's family life.
- 8.03 Experience live or recorded performances.
- 8.04 Participate in creative drama.

THEATRE ARTS - Grade 1

The focus of theatre arts in grade 1 is to explore the concept of self. Students begin to define personal space in dramatic activities. The dramatic process still occurs through guided practice, but students are encouraged to participate more independently by making personal choices through movement, dialogue and expression. Students also continue to build skills for the beginning stages of drama and pretend play through guided practice.

The emphasis at this grade level is on:

- Refining movement and imitation skills
- Experiencing a variety of dramatic stories
- Adapting, enacting, or repeating stories
- Simulating events through dramatic play
- Expressing character choices
- Displaying acceptable audience behaviors and responses
- Participating in and viewing creative drama

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Imitating

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

- 1.01 Restate setting, characters, and main idea through pictorial, visual and physical aides.
- 1.02 Retell stories through guided dramatic play from a read-aloud text.
- 1.03 Recall stories about individual experiences.
- 1.04 Utilize sequence of events through verbal and nonverbal communication in a simple drama.
- 1.05 Demonstrate the patterns in stories.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

- 2.01 Enact a variety of roles based on individual experiences.
- 2.02 Express various characters, ideas, and emotions through gestures, movement and voice.
- 2.03 Role play a variety of real and non-real characters through guided dramatic play.
- 2.04 Make spontaneous decisions in the dramatic process to support character choices.
- 2.05 Imitate teacher-guided improvisation.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

- 3.01 Represent physically the setting for a story.

- 3.02 Arrange a space and materials for playing out a story.
- 3.03 Adjust character movement to include audience focus.
- 3.04 Display acceptable audience behaviors and responses.
- 3.05 Utilize simple props, scenery and costumes in the dramatic process.
- 3.06 Imagine a variety of simple real and non-real environments.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

- 4.01 Create dialogue for retelling a story in one's own words.
- 4.02 Adapt sounds and movements to objects, animals, and people within a personal space.
- 4.03 Listen and respond to directions and side-coaching in dramatic activities.
- 4.04 Cooperate with peers and teacher in group decision-making about artistic choices.
- 4.05 Define a personal space for use in dramatic activities.
- 4.06 Share playing space with other performers.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

- 5.01 Utilize simple props and costumes to support a character or story.
- 5.02 Choose or imitate movement to support the playing of a character.
- 5.03 Choose or imitate vocal levels and ranges to support the playing of a character.
- 5.04 Point out character traits in visual aides such as storybook pictures.
- 5.05 Identify character traits displayed through verbal or nonverbal expression.
- 5.06 Implement ideas to use as a basis for dramatic activities.
- 5.07 Distinguish character dialogue in story narration.
- 5.08 Identify the five senses as they relate to objects, animals, and people.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

- 6.01 Integrate sound, movement and drawing into dramatic play.
- 6.02 Utilize the art form of puppetry.
- 6.03 Participate in the art form of pantomime.
- 6.04 Be aware that art forms used in theatre presentations come from all cultures.
- 6.05 Discuss basic similarities and differences between art forms.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

- 7.01 Engage in discussion about dramatic process.
- 7.02 Listen to and display respect for the thoughts and opinions of others.
- 7.03 Look for the results of characters' actions in a variety of literary forms.
- 7.04 Discuss likes and dislikes of audience members.
- 7.05 Describe characters, setting and events seen or portrayed in formal or informal productions.
- 7.06 Identify strengths of peers and self.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.
(National Standard 8)

Objectives

- 8.01 Consider the role of imitation in theatre.
- 8.02 Share the role film and television have played in relationship to one's self.
- 8.03 Share the role of technology and electronic media.
- 8.04 Experience live or recorded performances.
- 8.05 Participate in creative drama and experience informal presentations.

THEATRE ARTS - Grade 2

The focus of theatre arts in grade 2 is to explore the concept of community. This dramatic process is a combination of teacher-guided practice and small group collaboration. The student continues to make personal choices about movement, dialogue and expression while building intrapersonal skills for use in the beginning stages of creative drama.

The emphasis at this grade level is on:

- Applying movement and imitation skills
- Experiencing a variety of dramatic stories
- Adapting, enacting or repeating stories
- Discerning beginning, middle and end of dramas
- Developing basic skills for playwriting
- Developing basic skills for reading comprehension and expression
- Enacting character choices
- Developing basic skills for using technical theatre elements
- Understanding the difference between actor and character
- Participating in and viewing creative drama

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Imitating

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

- 1.01 Participate in teacher-guided playwriting of simple dramas.
- 1.02 Build reading comprehension by using verbal and nonverbal communication.
- 1.03 Recognize setting, characters, sequence of events and main idea through pictorial, visual and physical aides.
- 1.04 Dramatize, through guided dramatic expression, stories from a read-aloud text, poem, fairytale or other form of literature.
- 1.05 Recall and enact stories about community experiences.
- 1.06 Identify how characters attempt to solve problems and resolve conflicts.
- 1.07 Compare and contrast the moral of the story in various fables and fairytales.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

- 2.01 Assume a variety of roles, cast by the teacher, that reflect upon community experiences.
- 2.02 Demonstrate various characters, ideas and emotions through gestures, movement and voice.
- 2.03 Assume the role of a variety of real and non-real characters.
- 2.04 Utilize improvisation skills to make verbal and nonverbal character choices in the dramatic process.

- 2.05 Experiment with vocal expression and character traits to portray real and non-real characters.
- 2.06 Enact the sequence of events.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

- 3.01 Participate in making artistic choices for the scenery in a presentation.
- 3.02 Transform a space and materials for acting out simple dramas.
- 3.03 Adjust character movement to include audience focus.
- 3.04 Acquire basic skills to react and interact with characters on stage.
- 3.05 Transform objects into simple props, scenery and costumes to support the dramatic process.
- 3.06 Experiment with the concept and role of technical theatre elements such as sound, props, costumes, scenery, fundamental stage managing and directing.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

- 4.01 Repeat or paraphrase dialogue from a story to create a drama.
- 4.02 Apply sound and movement to display character traits of objects, animals and people within community experiences.
- 4.03 Cooperate with peers in small group decision-making about artistic choices.
- 4.04 Understand responsible audience behaviors and responses in dramatic activities.
- 4.05 Recognize the importance of listening to one another within the drama.
- 4.06 Point out similarities and differences between simple monologues and dialogue within a story or drama.
- 4.07 Understand the role of the narrator in the dramatic process.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

- 5.01 Hypothesize the need for simple props and costumes to support the character or story.
- 5.02 Choose movement to support the playing of a character.
- 5.03 Choose vocal expression to support the playing of the character.
- 5.04 Utilize information about character traits derived from visual or auditory aides.
- 5.05 Express character dialogue in story narration.
- 5.06 Reference story to determine technical needs for dramatic presentation.
- 5.07 Make predictions about characters, setting and events based on story content.
- 5.08 Discuss how personal experience can be used as the basis for character choices.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

- 6.01 Incorporate music, sound, movement, dance and design.
- 6.02 Utilize the art form of puppetry in simple dramas.
- 6.03 Utilize the art form of pantomime in characterization.
- 6.04 Explore the art form of fundamental mask making.

- 6.05 Comprehend that art forms used in theatre presentations come from all cultures.
- 6.06 Identify different art forms within the community.
- 6.07 Build skills to read with dramatic expression various simple scripts derived from poetry, short stories, fairytales, imagination and other forms of literature.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

- 7.01 Recognize emotions and thoughts evoked by informal and formal theatre performances.
- 7.02 Display respect by listening to the thoughts and opinions of others.
- 7.03 Understand that characters' actions have results in a variety of literary forms.
- 7.04 Express reflections during and after a creative drama activity.
- 7.05 Describe characters, setting and events seen or portrayed in formal or informal theatre productions.
- 7.06 Identify strengths of peers and self.
- 7.07 Explain reasons behind artistic choices.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

- 8.01 Recognize the role of imitation in theatre.
- 8.02 Share the role of film and television in the community.
- 8.03 Share the role of technology and electronic media.
- 8.04 Experience live or recorded performances.
- 8.05 Discuss the similarities and differences between live and recorded theatrical events.
- 8.06 Participate in and experience creative drama.

THEATRE ARTS 3-5

Creative Drama

Creative drama remains the basis of theatre arts in grades 3-5, but more emphasis is placed upon the development of specific drama skills. Students are challenged to take more individual responsibility as they work in small groups and independently to create dramatic presentations. They develop and apply teamwork skills through the creative process. They also explore beginning playwriting, characterization and technical theatre. As creative drama activities become more complex and demanding, students are encouraged to concentrate, display creativity and become risk-takers.

Creative drama continues to provide a natural vehicle for curriculum integration. Literary, science, math and social studies concepts are infused into creative drama. Students explore and integrate the other art forms of music, dance and visual arts.

The goals and objectives for theatre arts 3-5 build upon the strong foundation established in kindergarten through grade 2. As students progress from teacher-guided activities to small group activities and on to independent practice, their knowledge and skills increase in sophistication.

Presentations

Presentations are an option to be considered by the elementary teacher as the natural culmination of a creative process, rather than an artificially imposed requirement. Emphasis must be on student learning and positive reaction, rather than on trying to impress adults. Theatre is often referred to as a shared experience between actors and an audience, therefore, student pride and development in sharing theatre is what makes performance worthwhile. The complexity or formality of any theatrical performance should be dependent upon the comfort level, enthusiasm and willingness of both the students and the teacher. There are many other things students can do to participate in and support classroom presentations, so students who are genuinely afraid to perform in front of an audience should never be forced to do so.

Role of Audience

Beginning with early elementary levels, students should examine the role of the audience in theatre. Teachers should be diligent in requiring students to be respectful audience members for any presentation, sharing activity or similar group situations, whether in the classroom or in a more formal setting. In order to share in and benefit from any presentational activity, students must demonstrate appropriate audience behavior. Selecting or generating presentations of a length corresponding to the students' developmental level will aid the teacher in this effort.

THEATRE ARTS - Grade 3

The focus of theatre arts in grade 3 is to make personal choices through the use of movement, dialogue and expression. This process is a combination of teacher-guided practice and small group collaboration. Students develop intrapersonal skills for use in drama.

The emphasis at this grade level is on:

- Applying blocking and movement skills
- Exploring a variety of literature to use in dramatic play
- Adapting, enacting or creating stories
- Recognizing beginning, middle and end of dramas
- Expanding playwriting skills
- Expanding reading comprehension and expression
- Enacting characters
- Incorporating elements of technical theatre into creative drama
- Participating in presentations

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Presenting

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

- 1.01 Participate in teacher-guided playwriting using simple characters, setting, conflict and resolution.
- 1.02 Recognize the beginning, middle and end of a story.
- 1.03 Infer lessons from multicultural stories, fairytales, tall tales, fables, legends and myths.
- 1.04 Develop and utilize basic creative drama vocabulary.
- 1.05 Identify basic elements of a script such as title, characters, setting and blocking.
- 1.06 Refine reading comprehension by using verbal and non-verbal communication.
- 1.07 Discuss how characters attempt to resolve conflicts.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

- 2.01 Identify characters and cast roles from a variety of texts that include themes of citizenship and responsibility.
- 2.02 Utilize vocal expression to explore thoughts and feelings of real and non-real characters.
- 2.03 Participate in dramatic activities that deal with problems and emotions.
- 2.04 Create characters and events to utilize in the dramatic process.
- 2.05 Dramatize stories through guided dramatic expression from a story.
- 2.06 Demonstrate ideas and emotions using gestures, blocking and movement.
- 2.07 Utilize improvisational skills to make character choices in the dramatic process.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

- 3.01 Participate in making artistic choices for the scenery in a presentation.
- 3.02 Employ the basic concepts of time, space and action in the dramatic process.
- 3.03 Collaborate to create simple scenery and costumes for acting out dramas.
- 3.04 Adjust blocking to include audience focus.
- 3.05 Expand basic skills to react and interact with characters on stage.
- 3.06 Examine the concept and role of sound, props, costumes, scenery, stage management and directing.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

- 4.01 Paraphrase dialogue from a story to show different interpretations for use in the dramatic process.
- 4.02 Demonstrate responsible behaviors such as sharing, flexibility and teamwork during dramatic activities.
- 4.03 Make decisions and accept simple responsibilities in the dramatic process.
- 4.04 Apply sound and movement to display character traits of objects, animals and people.
- 4.05 Compromise with peers in small group decision making about artistic choices.
- 4.06 Listen and react to one another within the drama.
- 4.07 Relate the similarities and differences between monologues, dialogue and asides within a story or drama.
- 4.08 Utilize the role of the narrator in the dramatic process.
- 4.09 Relate what characters think and feel during a dramatic scene.
- 4.10 Experiment with character dialogue in the rehearsal process.
- 4.11 Observe and relate how the diversity of students within a group contributes to interesting artistic choices.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

- 5.01 Express through characterization the meaning inferred from text.
- 5.02 Justify the need for simple props and costumes to support the character or story.
- 5.03 Choose vocal expression and movement to support the playing of a character.
- 5.04 Utilize information about character traits derived from text.
- 5.05 Tell stories using narration.
- 5.06 Identify parts of a story that can be utilized as dialogue or narration.
- 5.07 Reference stories to determine the technical needs for dramatic presentation.
- 5.08 Investigate text to determine Who, What, When, Where, Why and How.
- 5.09 Make predictions about characters, setting and events based on story content.
- 5.10 Utilize personal experience as the basis for character choices.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.
(National Standard 6)

Objectives

- 6.01 Incorporate music, sound, movement, dance, and design into the dramatic process.
- 6.02 Incorporate puppetry and pantomime into simple dramas.
- 6.03 Utilize simple mask making.
- 6.04 Understand a variety of art forms are infused into theatre and come from all cultures.
- 6.05 Observe that different art forms reflect diversity.
- 6.06 Build skills to read with dramatic expression a variety of scripts.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

- 7.01 Build skills to critique self and others in a respectful and constructive manner.
- 7.02 Listen to constructive criticism and react in a positive way.
- 7.03 Convey personal reactions to various texts.
- 7.04 Correlate personal experiences to stage experiences.
- 7.05 Communicate emotions and thoughts evoked by performances.
- 7.06 Recognize and discuss that consequences and actions teach characters and audience members life lessons.
- 7.07 Suggest alternative characters, settings or events after viewing or participating in a performance.
- 7.08 Justify artistic choices.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.
(National Standard 8)

Objectives

- 8.01 Understand the role of theatre.
- 8.02 Discuss the role of film and television.
- 8.03 Discuss the role of technology and electronic media.
- 8.04 Experience live or recorded performances.
- 8.05 Discuss the similarities and differences between live and recorded theatrical events.
- 8.06 Participate in and experience informal and formal presentations.

THEATRE ARTS - Grade 4

The focus of theatre arts in grade 4 is to encourage students to make personal choices through movement, dialogue and expression. Students utilize simple playwriting to demonstrate specific character choices. A combination of independent study and small group collaboration is used. Students refine intrapersonal skills for use in creative drama.

The emphasis at this grade level is on:

- Applying character choices
- Experiencing stories through creative drama
- Experiencing multicultural stories through creative drama
- Using a beginning, middle and end in creative drama
- Experiencing a variety of scripts
- Adapting, enacting, and creating stories
- Refining basic playwriting skills
- Enacting characters
- Utilizing the elements of technical theatre
- Participating in presentations

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Presenting

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.
(National Standard 1)

Objectives

- 1.01 Participate in small group playwriting.
- 1.02 Create and enact short stories, poetry or personal experiences about North Carolina.
- 1.03 Describe lessons related through multicultural literature.
- 1.04 Expand upon and use creative drama vocabulary.
- 1.05 Utilize playwriting skills to indicate the sequence of events.
- 1.06 Create dialogue in which characters attempt to resolve conflicts.
- 1.07 Apply playwriting skills by writing monologues, dialogues and short scenes.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

- 2.01 Develop skills to identify characters and cast roles from a variety of texts that reflect upon heritage, culture and history.
- 2.02 Utilize vocal expression to explore thoughts and feelings of real and non-real characters.
- 2.03 Participate in dramatic activities that deal with conflict and emotions.
- 2.04 Create characters and events to use in the dramatic process.
- 2.05 Create dramatizations based on texts.
- 2.06 Demonstrate ideas and emotions through gestures and movement.

- 2.07 Assume the role of a variety of real and non-real characters.
- 2.08 Refine improvisational skills through dramatic exercises.
- 2.09 Define the significance of the beginning, middle and end of a story or play.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

- 3.01 Participate in making artistic choices in a small group.
- 3.02 Employ the basic concepts of time, space, and action in the dramatic process.
- 3.03 Collaborate to create simple scenery and costumes for acting out dramas.
- 3.04 Identify the ways in which blocking non-verbally conveys character, mood and actions to the audience.
- 3.05 Respond to and build upon ideas of others on stage.
- 3.06 Integrate the technical theatre elements of sound, props, costumes, scenery, stage management and directing.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

- 4.01 Adapt dialogue from a story to show different interpretations.
- 4.02 Demonstrate responsible behavior such as sharing, flexibility, negotiating and teamwork.
- 4.03 Make decisions and accept responsibilities in the dramatic process.
- 4.04 Apply sound and movement to display character, mood and actions.
- 4.05 Compromise with peers in small group decision making about artistic choices.
- 4.06 Enact monologues, dialogue and asides within a story or drama.
- 4.07 Use the role of narrator to guide, prompt and assist actors.
- 4.08 Identify characters' thought processes during dramatic scenes.
- 4.09 Recognize ways to display characters' thought processes.
- 4.10 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
- 4.11 Recognize diversity within a group contributes to interesting artistic choices.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

- 5.01 Express through characterization meaning inferred from a text.
- 5.02 Articulate how artistic choices support the portrayal of the character.
- 5.03 Adapt and use information about character traits derived from a text.
- 5.04 Organize parts of a story to be used as dialogue or narration.
- 5.05 Reference stories to determine and justify technical needs to support the character or story.
- 5.06 Investigate text to determine Who, What, When, Where, Why and How.
- 5.07 Reference forms of literature other than scripts to support dramatic presentations.
- 5.08 Use emotional recall as the basis for character choices.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.
(National Standard 6)

Objectives

- 6.01 Incorporate music, sound, movement, dance, and design into the dramatic process.
- 6.02 Incorporate the arts forms of puppetry, pantomime and mask making into simple dramas.
- 6.03 Understand that a variety of art forms are infused in theatre and come from different cultures.
- 6.04 Observe that different art forms reflect upon the diversity within heritage and culture.
- 6.05 Read with dramatic expression a variety of simple scripts.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

- 7.01 Build skills to critique self and others in a respectful and constructive manner.
- 7.02 Begin to question artistic choices in order to understand the dramatic process.
- 7.03 Justify artistic choices.
- 7.04 Listen to constructive criticism and react in a positive way.
- 7.05 Realize that the character and actor may have different personalities.
- 7.06 Correlate personal experiences to stage experiences.
- 7.07 Communicate emotions and thoughts evoked by performances.
- 7.08 Show that consequences and actions teach characters and audience members life lessons.
- 7.09 Suggest and implement alternative characters, settings or events after viewing or participating in a performance.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.
(National Standard 8)

Objectives

- 8.01 Understand the role of theatre.
- 8.02 Discuss the role of film and television.
- 8.03 Discuss the role of technology and electronic media.
- 8.04 Experience live or recorded performances.
- 8.05 Discuss the similarities and differences between live and recorded theatrical events.
- 8.06 Discuss the similarities and differences between acting for the theatre and camera.
- 8.07 Participate in presentations.

THEATRE ARTS - Grade 5

The focus of theatre arts in grade 5 is to encourage students to make personal choices through movement, dialogue and expression. Students participate in the rehearsal process by enacting a script and use simple playwriting to demonstrate specific character choices. A combination of independent study and small group collaboration is used. Students employ intrapersonal skills for use in creative drama.

The emphasis at this grade level is on:

- Applying character choices
- Experiencing stories from a variety of cultures and historical periods
- Experiencing multicultural stories
- Experiencing a variety of scripts
- Adapting, enacting, and creating stories
- Using basic playwriting skills
- Enacting characters
- Using the elements of technical theatre
- Understanding a character's thought process during a scene
- Participating in presentations

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Presenting

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

- 1.01 Participate in partner and small group playwriting.
- 1.02 Create and enact short stories, poetry or personal experiences.
- 1.03 Describe lessons related through multicultural literature.
- 1.04 Expand upon and use creative drama vocabulary.
- 1.05 Utilize playwriting skills to indicate the sequence of events.
- 1.06 Create dialogue in which characters attempt to resolve conflicts.
- 1.07 Apply playwriting skills by writing monologues, dialogues and short scenes.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

- 2.01 Identify characters and cast roles from a variety of scripts.
- 2.02 Use vocal expression to demonstrate the thoughts and feelings of real and non-real characters.
- 2.03 Participate in dramatic activities that deal with conflict and emotions.
- 2.04 Create characters and events to use in the dramatic process.
- 2.05 Utilize improvisational skills to create a scene based on a script.
- 2.06 Utilize gestures, blocking and movement to display ideas and emotions.
- 2.07 Assume the role of a variety of real and non-real characters.
- 2.08 Refine improvisational skills through dramatic exercises.

2.09 Define the significance of the beginning, middle and end of a story or play.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

- 3.01 Participate in making artistic choices in a small group.
- 3.02 Employ the basic concepts of time, space, and action in the dramatic process.
- 3.03 Collaborate to create simple scenery and costumes for acting out dramas.
- 3.04 Use blocking to non-verbally convey character, mood and actions to the audience.
- 3.05 Respond to and build upon ideas of others on stage.
- 3.06 Integrate the technical theatre elements of sound, props, costumes, scenery, stage management and directing.
- 3.07 Identify the technical theatre roles in a production.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

- 4.01 Recite or adapt dialogue from a script to show different interpretations.
- 4.02 Demonstrate responsible behavior such as sharing, flexibility, leadership, negotiating and teamwork.
- 4.03 Make decisions and accept responsibilities in the dramatic process.
- 4.04 Apply sound and movement to display character, mood and actions.
- 4.05 Compromise with peers in small group decision making about artistic choices.
- 4.06 Enact monologues, dialogue and asides within a story or drama.
- 4.07 Use the role of narrator to guide, prompt and assist actors
- 4.08 Understand characters' thought processes during dramatic scenes.
- 4.09 Recognize ways to display characters' thought processes.
- 4.10 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
- 4.11 Recognize diversity within a group contributes to artistic growth.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

- 5.01 Express through characterization meaning inferred from a text.
- 5.02 Articulate how artistic choices support the portrayal of the character.
- 5.03 Adapt and use information about character traits derived from a text.
- 5.04 Organize parts of a story to be used as dialogue or narration.
- 5.05 Reference stories to determine and justify technical needs to support the character or story.
- 5.06 Investigate text to determine Who, What, When, Where, Why and How.
- 5.07 Reference various forms of literature other than scripts to support dramatic presentations.
- 5.08 Use emotional recall as the basis for character choices.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.
(National Standard 6)

Objectives

- 6.01 Adapt music, sound, movement, dance, and design into the dramatic process.
- 6.02 Incorporate the art forms of puppetry, pantomime and mask making into simple dramas.
- 6.03 Understand that a variety of art forms are infused in theatre and come from different cultures.
- 6.04 Observe that different art forms reflect upon the diversity of society.
- 6.05 Read with dramatic expression a variety of simple scripts.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

- 7.01 Display skills to critique self and others in a respectful and constructive manner.
- 7.02 Question artistic choices in order to understand the dramatic process.
- 7.03 Justify artistic choices.
- 7.04 Listen to constructive criticism and react in a positive way.
- 7.05 Realize that the character and actor may have different personalities.
- 7.06 Correlate personal experiences to stage experiences.
- 7.07 Communicate emotions and thoughts evoked by performances.
- 7.08 Show that cause and effect teach characters and audience members life lessons.
- 7.09 Suggest and implement alternative characters, settings or events after viewing or participating in a performance.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.
(National Standard 8)

Objectives

- 8.01 Understand and describe the role of theatre at different times.
- 8.02 Discuss the role of film and television.
- 8.03 Discuss the role of technology and electronic media.
- 8.04 Experience live or recorded performances.
- 8.05 Discuss the similarities and differences between live and recorded theatrical events.
- 8.06 Discuss the similarities and differences between acting for the theatre and camera.
- 8.07 Participate in presentations.

THEATRE ARTS GRADES 6-8

Group Emphasis

Throughout grades 6-8, students begin to develop theatre literacy. In theatre, the artist creates an imagined world; it is the role of theatre to lead the audience into this visual, aural, and oral world. It is important that students learn to see the created world of theatre through the eyes of the playwright, actor, designer, and director. Through active creation of theatre, students learn to understand artistic choices and to critique dramatic works. Middle school students play a larger role in the planning and evaluation of their work. They continue to use drama as a means of confidently expressing themselves, thus developing their "personal voice." With greater emphasis on reading, writing and performing scripts, students begin to create plays based on peer issues, concerns and interest using improvisation and collaboration. Likewise, they are introduced to plays and experiences that reach beyond their communities to national, international, and historically representative themes. The content, instruction, student outcomes and methods of evaluation should increase in sophistication at each grade level.

Individual Emphasis

Growing differences in abilities and interests characterize students at this age and, for this reason, provisions should be made for individual emphasis by assigning individual special projects or placing students in various leadership roles. The emphasis is on helping students use drama more discriminately and productively in daily living and, as a participant or viewer, to incorporate it into their lives. Students come to perceive theatre as a means of pleasure, communication and learning. Theatre becomes a part of the students' experience of life as a whole.

THEATRE ARTS - Grade 6

The emphasis at this grade level is on:

- Various types of dramatic elements
- Functions and responsibilities of actors, designers, directors, playwrights and audience
- Working collectively in production teams
- Acting, improvisation and characterization
- Appropriate audience etiquette
- Practicing playwriting
- Early theatre history

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

- 1.01 Recognize and explain unique characteristics of the dramatic script such as dramatic structure and dialogue.
- 1.02 Create monologues, dialogues and short plays in response to interdisciplinary prompts, ideas, pictures and other stimuli.
- 1.03 Practice playwriting techniques.
- 1.04 Produce written, verbal and visual responses to written and/or performed dramatic material.
- 1.05 Identify themes and plots from multicultural literature.
- 1.06 Adapt stories, myths and fairy tales into dramatic literature.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

- 2.01 Practice role-playing and characterization skills.
- 2.02 Utilize role-playing skills in the total learning process.
- 2.03 Research and observe to create characters in formal and/or informal presentations.
- 2.04 Utilize basic acting vocabulary such as motivation, objective and blocking.
- 2.05 Utilize physical movement and vocalization to create characters.
- 2.06 Adapt stories, myths and fairy tales into improvised scenes.
- 2.07 Practice pantomime skills.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

- 3.01 Discuss the role of the designer and technical elements in the theatre process.
- 3.02 Plan and create a simple set for formal or informal dramatic presentations.

- 3.03 Work collaboratively to use available design resources for props, costumes, lights and set.
- 3.04 Employ technical theatre vocabulary such as using the appropriate names for areas of the stage.
- 3.05 Recognize the roles and responsibilities of the production staff.
- 3.06 Use blocking to non-verbally convey character, mood and action to an audience.
- 3.07 Discuss the importance of creating an atmosphere for an audience.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

- 4.01 Examine and discuss introductory levels of the directing process: research, plan and collaborate, audition, cast, block and direct.
- 4.02 Demonstrate, as appropriate, the designated responsibilities of the director.
- 4.03 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
- 4.04 Identify characters' internal monologue during scenes.
- 4.05 Demonstrate responsible behavior such as sharing, compromising and negotiating within diverse groups.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

- 5.01 Execute a variety of different research methods and technology to support production.
- 5.02 Discuss the legal and ethical issues regarding the use of other's ideas.
- 5.03 Reference a script to determine and justify technical needs for a dramatic presentation.
- 5.04 Infer meaning from a script to create characters.
- 5.05 Articulate how artistic choices support the portrayal of characters.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

- 6.01 Explore and appraise other art forms from various cultures and how they relate to theatre.
- 6.02 Communicate how theatre can synthesize all the arts.
- 6.03 Communicate how different art forms reflect upon the diversity of society.
- 6.04 Integrate other art forms into formal and informal presentations.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

- 7.01 Recognize and practice audience etiquette.
- 7.02 Develop and implement descriptive vocabulary while practicing positive critiquing methods.
- 7.03 Develop verbal, visual and written responses to works of informal and formal theatre, film, television, and electronic media productions from various cultures.
- 7.04 Express meaning perceived from informal and formal theatre, film, television, and electronic media productions.
- 7.05 Listen to constructive criticism and react in a positive manner.

- 7.06 Revise dramatic work based on received constructive criticism and feedback.
- 7.07 Communicate emotions and thoughts evoked by performances.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.
(National Standard 8)

Objectives

- 8.01 Investigate and communicate how theatre and other media related to real life.
- 8.02 Describe how theatre and related media have reflected and transformed various cultures throughout history.
- 8.03 Demonstrate a basic knowledge of European theatre history that may include primitive storytelling and Greek/Roman times to the Elizabethan period.

THEATRE ARTS - Grade 7

The emphasis at this grade level is on:

- Playwriting
- Practicing acting techniques
- Creating original student work
- Acting, designing and directing
- Analyzing and critiquing various art forms
- Early theatre history
- Appropriate audience etiquette
- Developing theatre vocabulary

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

- 1.01 Explain and demonstrate the uses of unique characteristics of the dramatic script such as dramatic structure and dialogue.
- 1.02 Write dramatic material inspired by interdisciplinary prompts, ideas, pictures and other stimuli.
- 1.03 Write and critique original scenes and one act plays.
- 1.04 Read and appraise dramatic material.
- 1.05 Write dramatic material inspired by personal and historical events.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

- 2.01 Identify and practice techniques for physical and vocal conditioning.
- 2.02 Employ physical and vocal skills to create believable characters.
- 2.03 Utilize acting skills to study human behavior and conflict resolution.
- 2.04 Implement research, observation, and acting skills to create characters in formal and informal presentations.
- 2.05 Use acting vocabulary such as motivation, objective and blocking.
- 2.06 Recognize and discuss different acting methods and theories.
- 2.07 Simulate the audition process to practice audition skills.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

- 3.01 Examine and demonstrate the role of the designer and technical elements in the theatre process.

- 3.02 Utilize basic design concepts to create a set for formal or informal dramatic presentations.
- 3.03 Work collaboratively to use available resources for props, costumes, lighting and set.
- 3.04 Use technical theatre vocabulary such as flat and ground plan.
- 3.05 Practice the roles and responsibilities of the production staff.
- 3.06 Create an atmosphere for an audience in formal and informal presentations.
- 3.07 Notate blocking in a script.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

- 4.01 Practice the directing process: research, plan and collaborate, audition, cast, block and direct.
- 4.02 Accomplish, as appropriate, designated responsibilities of the director.
- 4.03 Collaborate with others to make choices for formal and informal productions.
- 4.04 Use rehearsal time effectively to brainstorm, experiment, plan and rehearsal.
- 4.05 Communicate characters' internal monologues through vocalization and physical movement.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

- 5.01 Investigate and practice different research methods and technology to support production.
- 5.02 Demonstrate knowledge of the legal and ethical issues regarding the use of other's ideas.
- 5.03 Reference a script to implement technical requirements.
- 5.04 Infer meaning from a script to create characters.
- 5.05 Make artistic choices to shape the portrayal of characters.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

- 6.01 Observe and analyze other art forms from other cultures and how they relate to theatre.
- 6.02 Integrate other art forms into dramatic presentations.
- 6.03 Communicate how different art forms have been affected by society.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

- 7.01 Practice positive audience etiquette.
- 7.02 Expand and implement descriptive vocabulary while practicing constructive critiquing methods.
- 7.03 Analyze, critique and express meaning perceived from works of informal and formal theatre, film, television, and electronic media productions from various cultures.
- 7.04 Listen to and implement constructive criticism.
- 7.05 Communicate emotions and thoughts evoked by performances and dramatic material.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.
(National Standard 8)

Objectives

- 8.01 Examine and explain how theatre and other media relate to real life.
- 8.02 Communicate how theatre and related media have reflected and transformed various cultures throughout history.
- 8.03 Demonstrate a basic knowledge of non-western theatre history such as that of Asia, Africa, India and Australia.

THEATRE ARTS - Grade 8

The emphasis at this grade level is on:

- Analyzing, critiquing and writing plays
- Acting techniques to create characters
- Adapting and using available resources to execute theatre
- Expansion of theatre vocabulary
- Assuming roles of the production staff
- Theatre history from Elizabethan to modern times
- Appropriate audience etiquette

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

- 1.01 Apply the unique characteristics of the dramatic script such as dramatic structure and dialogue when writing for the theatre.
- 1.02 Create written dramatic material based on original or established interdisciplinary prompts, personal experiences and historical events.
- 1.03 Write, critique, and informally produce original scenes and one act plays.
- 1.04 Read and analyze scenes and plays.
- 1.05 Write detailed character analyses or biographies.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

- 2.01 Practice and demonstrate techniques for physical and vocal conditioning.
- 2.02 Utilize physical and vocal skills to create believable characters.
- 2.03 Utilize acting skills to study human behavior and conflict resolution.
- 2.04 Synthesize research, observation, given circumstances and acting skills to create characters in formal and informal presentations.
- 2.05 Expand and utilize acting vocabulary such as motivation, objective and blocking.
- 2.06 Compare and utilize different acting methods and theories.
- 2.07 Participate in auditions.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

- 3.01 Understand and practice the role of the designer and technical elements in the theatre process.
- 3.02 Design and build a set for formal or informal dramatic presentations.

- 3.03 Work collaboratively to use available resources for props, costumes, lighting and settings.
- 3.04 Expand and implement technical theatre vocabulary.
- 3.05 Assume the roles and responsibilities of the production staff.
- 3.06 Compare and contrast different theatre spaces (i.e. thrust, arena, proscenium, and flexible) and their different requirements for technical elements.
- 3.07 Create a prompt book.
- 3.08 Create an atmosphere for audiences in formal and informal presentations.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

- 4.01 Understand and practice the directing process: research, plan and collaborate, audition, cast, block and direct.
- 4.02 Implement the responsibilities of the director.
- 4.03 Collaborate with others to make choices to be applied to formal and informal productions.
- 4.04 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
- 4.05 Communicate characters' internal monologue through vocalization and physical movement.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

- 5.01 Employ a variety of different research methods and technology to support production.
- 5.02 Demonstrate a knowledge of and the ability to discuss the implications of the legal and ethical issues regarding the use of other's ideas.
- 5.03 Reference a script to design and implement technical theatre requirements.
- 5.04 Analyze given circumstances in a script to create character.
- 5.05 Analyze given circumstances in a script to make artistic choices.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

- 6.01 Analyze other art forms and how they relate to theatre.
- 6.02 Synthesize several art forms into dramatic presentations.
- 6.03 Compare and contrast how society and various art forms impact each other.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

- 7.01 Practice positive audience etiquette.
- 7.02 Evaluate the relationship between the audience and the production.
- 7.03 Use descriptive vocabulary and creative thinking in the critiquing process.
- 7.04 Write and discuss analysis of informal and formal theatre, film, television, and electronic media productions from various cultures.
- 7.05 Listen to and implement constructive criticism.
- 7.06 Analyze how theatre can evoke emotions and thoughts from an audience.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.
(National Standard 8)

Objectives

- 8.01 Compare and contrast theatre and related media to real life.
- 8.02 Analyze and discuss how theatre and related media have reflected and transformed various cultures throughout history.
- 8.03 Demonstrate a basic knowledge of American theatre history which may include the study of African, Asian, Native and Latin American, and other cultures.

THEATRE ARTS GRADES 9-12

What Students Do and Learn

Students in grades 9-12 view and construct dramatic works as metaphorical visions of life that embrace connotative meanings, juxtaposition, ambiguity, and varied interpretations. By creating, performing, analyzing, and critiquing dramatic performances, they develop a deeper understanding and acceptance of personal issues and a broader world-view that includes international issues. Since theatre in all its forms reflects and affects life, students should learn about representative dramatic texts and performances, the places of that work and those events in history, as well as the impact of those events on the past and present. In addition, students should make connections between what they learn in theatre arts with other curricular areas.

In theatre arts, the goals are developed for the 9-12 grade span and remain the same for all courses. While the goals remain the same for each course, the objectives change to be relevant for those specific levels of courses that have been described. For all other electives that may be developed by the local education agency, there is a generic description entitled Theatre Arts - All Other High School Electives that is intended to provide a suggested standard course of study from which elective courses other than Theatre Arts I-IV may be generated. Courses offered in a sequence should demonstrate an increase in sophistication of the content, instruction, student outcomes and methods of evaluation at each grade level.

Classroom Work

Students are given more responsibility through a sequential program of Theatre Arts I-IV supplemented with a broad range of course offerings. Knowledge and skills in acting, performing, ensemble, directing, writing, theatre literature and history, and technical theatre are cultivated along with the resulting insight into using the knowledge and skills in everyday life situations. Each student creates a portfolio to include journal entries, technical design work, programs, original scripts and critiques, performance videos, research papers, and other items related to theatre study.

Flexible Courses

The theatre arts program at the high school level recognizes that students will be approaching class work with a variety of abilities, experiences, and personal needs. Since some students will have had the advantage of previous work in grades K-8 while some will sign up for a theatre class for the first time, the program is flexible enough to allow for variation. Students who say “yes” to learning, to trying new ideas and approaches, and committing to the work and discipline of theatre will grow personally and develop theatrical skills as well as life skills in a positive and dynamic way.

Diverse Abilities

At this level, students’ interests and abilities in theatre arts vary widely and will determine the direction pursued by each student. Courses include development of original work, designs and performances in informal and formal theatre settings. Important aspects of the program are acting, directing, playwriting, designing and producing in all areas of theatrical presentation, and the accompanying aspects of management and organization.

Outcomes

Students in grades 9-12 are encouraged to develop an appreciation and understanding of theatre in relationship to themselves, their community and other communication media; and as an art form, as a career possibility, as entertainment, and as a means to learn about, question, and celebrate life.

THEATRE ARTS I

Theatre Arts I promotes learning the essential vocabulary and processes of theatre as well as reading, writing, and researching theatre literature, acting and technical theatre. Acting experience in this course, addressed in goal 2, includes exploring the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing related to theatre study. In addition, students learn about and reflect on aspects of theatre through history and in different cultures, as well as the various forms of theatre and theatre-related media. Students have opportunities for practical application of knowledge in informal productions. This course develops creativity and spontaneity in those students wanting to explore theatre, as well as those who wish to commit to a theatre program. Students create a portfolio or collection of their work and related activities that can grow as a result of subsequent theatre arts courses.

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

- 1.01 Read, understand and relate the basic content of a play.
- 1.02 Understand and describe the form and structure of plays.
- 1.03 Compare and contrast play structure in relation to other forms of literature.
- 1.04 Understand and convey the function of a playwright.
- 1.05 Write a monologue.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

(Self)

- 2.01 Develop and manifest an awareness of the self as a thinking, creative, performing whole.
 - 2.02 Understand and demonstrate the inherent individual's ability to intuit and create.
 - 2.03 Recognize the use of divergent thinking in the creative process.
 - 2.04 Employ creative action and thinking skills.
 - 2.05 Expand and exhibit the use of problem solving skills.
 - 2.06 Show evidence of broadening one's self-perception and abilities through creating and performing.
 - 2.07 Develop a perception of self through observations of self and others.
 - 2.08 Examine and manage one's own emotions as a person and performer.
- (Body and Voice)
- 2.09 Show evidence of developing the mind, body and voice as the creative, performing instrument.
 - 2.10 Understand and participate in vocal warm-ups to develop articulation and breath control.
 - 2.11 Understand and participate in physical warm-ups to develop focus and creativity.

- 2.12 Recognize and relate the importance of nonverbal communication.
- 2.13 Explore and demonstrate nonverbal communication through pantomime.
(Improvisation)
- 2.14 Use improvisation to expand listening, response, and evaluation skills as a spontaneous creative participant.
- 2.15 Use improvisation to explore character and story-line development.
- 2.16 Use improvisation formats as presentations.
(Acting)
- 2.17 Explore storytelling as a beginning performance experience.
- 2.18 Understand, discuss and/or write about the audition process.
- 2.19 Memorize and present a monologue in an informal setting.
- 2.20 Rehearse following a rehearsal schedule.
- 2.21 Identify character traits and given circumstances from a play.
(Reading and Writing)
- 2.22 Define and use a vocabulary appropriate for Theatre Arts I.
- 2.23 Write observations and reflections in a journal.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

- 3.01 Demonstrate an understanding of and assume different roles on technical crews.
- 3.02 Understand and utilize production scheduling and organization.
- 3.03 Recognize types of stages and the basics of theatre architecture.
- 3.04 Relate the uses of technical theatre spaces for rehearsal, construction, performance, and storage.
- 3.05 Understand and discuss the components of technical theatre: scenery, costume, makeup, lighting, sound, and props.
- 3.06 Recognize and identify the terms used in the technical theatre process.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

- 4.01 Identify and describe the several types of rehearsals.
- 4.02 Recognize and explain what is in a prompt book.
- 4.03 Understand and use the vocabulary of directing.
- 4.04 Demonstrate a knowledge of and uses for a production organization chart.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

- 5.01 Research and assemble information to begin a time line of theatre history including non-western theatre.
- 5.02 Understand and relate how theatre originated and evolved.
- 5.03 Know and practice audience behavior.
- 5.04 Explore and demonstrate storytelling traditions of non-western theatre.
- 5.05 Discover, discuss and/or write about sources for information about theatre productions, personalities, trends, etc.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.
(National Standard 6)

Objectives

- 6.01 Show through discussion or writing an appreciation for theatre as a composite art form.
- 6.02 Understand and relate how theatre is a synthesis of all arts.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

- 7.01 Investigate and use theatre-related Internet sites.
- 7.02 Develop and relate a world view of theatre in society.
- 7.03 Demonstrate personal progress through the creation and use of a portfolio of theatre work.
- 7.04 Investigate and discuss the technical elements in different media.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.
(National Standard 8)

Objectives

- 8.01 Understand and relate how theatre provides occupational opportunities in the world of work.
- 8.02 Understand and relate how theatre related media and other associated areas provide occupational opportunities in the world of work.
- 8.03 Understand and relate how theatre skills are used in non-theatrical occupations such as lawyer, carpenter, etc.

THEATRE ARTS II

Theatre Arts II follows Theatre Arts I and is for students who wish to continue their exploration of theatre arts. It is a more detailed study of theatre vocabulary, reading and writing of theatre literature, acting, and technical theatre. The acting experience in Theatre Arts II furthers the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. In addition, students analyze and critique work developed by themselves or other students, as well as that generated throughout history and in various cultures. This course develops students' knowledge base, expands their understanding of theatre, and begins the application of learning in forms of theatre and theatre-related media through informal and formal productions. Students continue to add to their portfolio or collection of their work and related activities to illustrate their growing comprehension of theatre arts.

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

- 1.01 Read independently, analyze and understand two plays by different playwrights in different periods.
- 1.02 Understand and relate the form and structure of dramatic genre.
- 1.03 Evaluate plots and themes.
- 1.04 Understand and diagram plot structure including exposition, rising action, complication, climax, falling action and denouement.
- 1.05 Learn and convey the concept of the central dramatic question.
- 1.06 Compare and explore relationships among characters.
- 1.07 Analyze plays for physical, social, and psychological dimensions.
- 1.08 Distinguish connotative (subtext) and denotative meaning of language in a dramatic text.
- 1.09 Understand, discuss and/or write about the evolution of play structure from early Greek to contemporary drama.
- 1.10 Write a two-person scene.
- 1.11 Develop and record information, impressions and ideas in preparation for designing in technical theatre.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

(Self)

- 2.01 Identify ways to improve relationships as a person and as a performer.

(Body and Voice)

- 2.02 Understand and diagram the physiology of the body and vocal production.
- 2.03 Discern and demonstrate the relationship between the body and voice.
- 2.04 Utilize information learned as to how the vocal mechanism is used to project the voice and articulate speech.

- 2.05 Participate in a physical and vocal warm-up.
(Improvisation)
- 2.06 Use improvisation to retain spontaneity and ensemble.
- 2.07 Demonstrate and expand dramatic concepts through improvisations.
- 2.08 Use improvisation as an approach to scripted material.
(Acting)
- 2.09 Analyze text for character clues and objectives.
- 2.10 Demonstrate an understanding of the audition process.
- 2.11 After reading a play, memorize and perform a monologue from that play in an informal setting.
- 2.12 Create and follow a rehearsal schedule.
(Reading and Writing)
- 2.13 Use theatre vocabulary appropriate to Theatre Arts II.
- 2.14 Analyze self and others verbally and through keeping entries in a journal.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

- 3.01 Understand, discuss and/or write about the components of technical theatre: scenery, costume, makeup, lighting, sound and props.
- 3.02 Know and employ appropriate safety precautions in accordance with established regulations for all technical theatre areas and equipment.
- 3.03 Learn and use the tools of theatre construction such as power tools, a sewing machine, lighting and sound equipment and other related items.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

- 4.01 Read, discuss and/or write about plays to gain an understanding of the role of the director in the production.
- 4.02 Understand, discuss and/or write about the process of rehearsal and production.
- 4.03 Differentiate between the roles of the director and assistant director.
- 4.04 Devise an organizational chart to demonstrate the structure and flow necessary to the development and presentation of a theatrical production.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

- 5.01 Attend a play and reflect on it verbally or through writing entries in a journal.
- 5.02 Develop a time line of theatre history with additional specifics regarding social context, playwrights and genres.
- 5.03 Experience, discuss and/or write about productions in different theatre spaces.
- 5.04 Investigate, discuss and/or write about plays from non-western theatre.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

- 6.01 Understand and relate how the fundamentals of different art forms relate to the study,

- process and production of theatre.
- 6.02 Understand and manifest the collaborative nature of theatre.
 - 6.03 Write reviews of plays or other related art forms.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

- 7.01 Demonstrate giving and receiving constructive criticism.
- 7.02 Evaluate personal progress through the creation and use of a portfolio of theatre work.
- 7.03 Utilize video camera techniques for theatre projects or productions.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

- 8.01 Demonstrate responsible behavior and social discipline through theatre and related media.
- 8.02 Understand, discuss and/or write about the roles of and careers in technical theatre and related areas.
- 8.03 Recognize and express that theatre and related areas play a role in the world of work as occupational opportunities.
- 8.04 Create an example of a professional resume.

THEATRE ARTS III

Theatre Arts III follows Theatre Arts II and is for students who wish to continue to study and develop their knowledge of theatre arts on a more challenging level. This course involves the applied study of theatre vocabulary, reading and writing of theatre literature, acting, and technical theatre. Acting experience in Theatre Arts III continues and refines the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. In addition, students begin to practice individual analysis and critiquing of student work to develop a personal understanding of theatre arts by utilizing the knowledge base gained in previous study. Theatre study at this level places a greater emphasis on the execution of skills, ensemble work, and collaboration with other student artists. Students use a wider variety of theatre literature and styles from theatre history and various cultures in forms of theatre and theatre related media through informal and formal productions. Students continue to add to their portfolio or collection of work and related activities to illustrate their growing understanding of accomplishments in theatre arts.

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

- 1.01 Read independently and analyze three plays by different playwrights from different periods.
- 1.02 Examine and use playwriting techniques used to develop characters, plot, and theme through asides, soliloquies, allegory, symbol, mood and metaphor.
- 1.03 Understand and use the functions of characters in plays such as foil, protagonist, antagonist, incidental and agent of fate.
- 1.04 Learn and relate how the central dramatic question shapes a play.
- 1.05 Write a three-person scene or an ensemble piece alone, with a writing partner, or develop with an ensemble.
- 1.06 Research playwrights' lives and/or work.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

(Self)

- 2.01 Expand self and knowledge of theatre through creation of new works.

(Body and Voice)

- 2.02 Physicalize characters visually and kinesthetically.
- 2.03 Evaluate strengths and weaknesses of one's own and others' voices.

(Improvisation)

- 2.04 Continue improvisation for spontaneity and ensemble.

(Acting)

- 2.05 Strive for and encourage ensemble in rehearsal and performance.
- 2.06 Understand and participate in ensembles.

- 2.07 Develop, memorize and present scene work as an individual and as an ensemble.
- 2.08 Research, explore and create masks for neutral and character work.
- 2.09 Learn and utilize actor techniques such as script scoring.
- 2.10 Explore and demonstrate non-western theatre practices.
- 2.11 Prepare two contrasting monologues to demonstrate range of abilities.
(Reading and Writing)
- 2.12 Continue to evaluate strengths and weaknesses of self and others verbally and through writing entries in a journal.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

- 3.01 Take an active role in the technical aspects of formal and informal productions.
- 3.02 Learn and use appropriate criteria for assessing technical design and practice.
- 3.03 Write critiques of the technical aspects of a formal or informal production.
- 3.04 Demonstrate, discuss and/or write about the components of technical theatre: scenery, costumes, makeup, lighting, sound and props.
- 3.05 Further develop and practice appropriate safety precautions in accordance with established regulations for all technical areas and equipment.
- 3.06 Expand knowledge of and demonstrate the use of tools employed in theatre construction to include power tools, a sewing machine, lighting and sound equipment, and related items.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

- 4.01 Analyze a play as a director.
- 4.02 Demonstrate the principals of blocking and composing stage pictures in informal productions.
- 4.03 Take an active role in rehearsal and production.
- 4.04 Observe and document the process of a specific director.
- 4.05 Prepare research for a director.
- 4.06 Direct a two-person scene.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

- 5.01 Examine and discuss non-western plays not previously studied.
- 5.02 Read and research a play; view a production of the play and evaluate.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

- 6.01 Demonstrate an understanding of theatre as a synthesis of all the arts.
- 6.02 Demonstrate an understanding of theatre as a collaborative art.
- 6.03 Review and analyze traditional and non-traditional art forms.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

- 7.01 Analyze personal progress through the creation and use of a portfolio of theatre work.
- 7.02 Analyze live theatrical productions to see how technology is used.
- 7.03 Investigate technology available at the school site to incorporate in productions of formal and informal theatre.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

- 8.01 Compare and contrast productions with historical events and personal experiences.
- 8.02 Analyze technical elements of production in different media.
- 8.03 Understand, discuss and/or write about the uses of a resume for a professional theatre artist.

THEATRE ARTS IV

Theatre Arts IV follows Theatre Arts III and is for students who wish to complete the broad-based study of theatre arts. Through more independent study and increased production responsibilities, study in Theatre Arts IV involves the application of expertise prepared for and acquired in previous theatre arts studies. Analysis of theatre processes, self-motivation, personal discipline and more demanding projects in directing, design, and writing are emphasized. The acting experience in Theatre Arts IV concludes the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. Independent work in this course develops commitment, helps students form aesthetic judgements and refine artistic choices. Students finish and evaluate their portfolio, or collection of their work and related activities, to illustrate their learning, experiences, accomplishments and growth in theatre arts.

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

- 1.01 Read independently and analyze four plays by different playwrights in different periods.
- 1.02 Write a scene with three or more characters or a one-act play.
- 1.03 Research two or more playwrights or styles.
- 1.04 Write a scene in the style of a specific genre or time period.
- 1.05 Analyze the effect of personal cultural experiences on self-created theatrical works.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

(Self)

- 2.01 Examine and practice the elements of theatre independently.
- 2.02 Demonstrate responsibility and motivation for independent work.
- 2.03 Recognize one's own individual strengths and remaining challenges.

(Body and Voice)

- 2.04 Explore and use dialects.
- 2.05 Study and use stage combat techniques.
- 2.06 Analyze and report on the differing approaches of master teachers in vocal production.
- 2.07 Research and examine the work of master teachers who specialize in body work/movement.

(Improvisation)

- 2.08 Continue to use improvisation for spontaneity and ensemble.
- 2.09 Demonstrate improvisational skills in a formal setting.

(Acting)

- 2.10 Develop original work and present as a one-act play.
- 2.11 Participate in student directed works.

(Reading and Writing)

- 2.12 Study and use two or more acting methods by master teachers.
- 2.13 Research an actor's life and/or body of work from theatre history or modern stage.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

- 3.01 Take a leadership role in the technical aspects of formal or informal productions.
- 3.02 Refine and express knowledge of assessing technical design.
- 3.03 Write critiques of one's own work
- 3.04 Apply knowledge of the components of technical theatre to include scenery, costumes, makeup, lighting, sound, and props.
- 3.05 Examine and discuss the technical areas of special effects and technological advances.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

- 4.01 Direct a one-act play.
- 4.02 Write a reflection of the one-act directing experience.
- 4.03 Study and report on two or more directing styles by master directors.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

- 5.01 Research a period theatre piece.
- 5.02 Research the role of a dramaturg.
- 5.03 Research and identify cultural and historical sources of American theatre including musical theatre.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

- 6.01 Analyze and report on new trends in theatre performance.
- 6.02 Analyze and report on theatrical developments in technology.
- 6.03 Compare and contrast art forms in specific cultures and/or historical periods.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

- 7.01 Critique personal progress through the continuing use of a portfolio of theatre work.
- 7.02 Use available new technology or new uses of existing technology to support the school theatre arts program.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.
(National Standard 8)

Objectives

- 8.01 Acquire and demonstrate successful collaboration skills through theatre and related media.
- 8.02 Analyze, discuss and/or write about jobs in a selected theatrical field.

THEATRE ARTS - ALL OTHER HIGH SCHOOL ELECTIVES

This course with the accompanying goals and objectives is to be used to guide the development of all other high school electives that may be developed by local education agencies beyond Theatre Arts I-IV. All theatre arts courses should incorporate the goals and, to some extent, many of the objectives provided here for study in theatre arts at the high school level. Although many elective courses will have a specific emphasis, these goals and objectives should be addressed to some extent in all electives. Theatre history, literature, criticism and theory are an inherent part of theatre arts study regardless of what aspect of theatre is being studied and should be evident in all theatre arts courses. Even if an elective course focuses on one specific aspect of theatre, the other aspects should be addressed and integrated into the study since the process of creating and producing theatre encompasses all of them and they are all inherently part of this collaborative art form.

The emphasis for other elective courses at grades 9-12 may be on one or more of the following:

- Playwriting
- Acting
- Directing
- Theatre criticism
- Designing in all areas of technical theatre
- Technical theatre
- Play production
- Researching theatre history, literature, criticism and/or theory

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

- 1.01 Understand, discuss and/or write about the form and structure of scripts.
- 1.02 Understand, discuss and/or write about the basic content of plays.
- 1.03 Understand, discuss and/or write about the function of a playwright.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

- 2.01 Develop and demonstrate an awareness of the self as a thinking, creative, performing whole.
- 2.02 Develop and understand the body and the use of movement in the dramatic process.
- 2.03 Understand and develop the vocal instrument and its use in the dramatic process.
- 2.04 Understand and participate in ensembles.
- 2.05 Explore and expand dramatic concepts through improvisations.
- 2.06 Explore and expand methods of characterization.
- 2.07 Understand and participate in the acting of a performance.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

- 3.01 Understand and demonstrate a working knowledge of how the various areas of technical theatre operate and support performances in K-12 educational theatre.
- 3.02 Understand and demonstrate a working knowledge of the scene design process.
- 3.03 Construct, acquire, and operate scenery using available resources.
- 3.04 Design, install, acquire, and operate lighting using available resources.
- 3.05 Design, construct, acquire, and implement costumes using available resources.
- 3.06 Design, acquire, apply, and/or implement makeup using available resources.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

- 4.01 Understand, discuss and/or write about the role of directing in the theatre process.
- 4.02 Understand, discuss and/or write about the essential components of theatre direction.
- 4.03 Direct informal or formal productions in the classroom or a theatrical setting.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

- 5.01 Analyze the impact history and theatre have had upon each other.
- 5.02 Communicate a sense of how theatre has evolved.
- 5.03 Explain theatre's role in society and the world.
- 5.04 Recognize and discuss dramatic and literary genres.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

- 6.01 Discuss the basic nature of art forms and how they relate to the study, process and production of theatre.
- 6.02 Describe theatre as a synthesis of all arts.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

- 7.01 Analyze and evaluate dramatic elements.
- 7.02 Use available technology to support formal and informal theatre productions.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.
(National Standard 8)

Objectives

- 8.01 Compare and contrast productions with life situations.
- 8.02 Discuss the role of theatre and related areas as an avocation.
- 8.03 Explain the roles and careers of theatre and related areas.
- 8.04 Demonstrate responsible behavior and social discipline through theatre and related media.

GLOSSARY

Theatre Arts Standard Course of Study

Artistic choices: Selections made by theatre artists about situation, action, direction, and design in order to convey meaning.

Blocking: Where the actors move on stage.

Central dramatic question: The line of action that drives a play.

Character: A person portrayed in a drama, novel, or other artistic piece.

Creative drama: Process-centered, nonexhibitional form of drama in which participants are guided by a leader to imagine, enact, and reflect upon human experiences.

Drama: The art of composing, writing, acting, or producing plays; a literary composition intended to portray life character or tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

Dramatic media: Means of telling stories by way of stage, film, television, radio, or computer discs.

Dramatic/Plot structure: The organization of a script or story line that includes exposition, rising action, climax and falling action.

Dramatic/Pretend play: Spontaneous dramatic enactment often done by children pretending or imitating while playing.

Dramaturg: Literary advisor, supplier of information about past productions and interpretations of scripts and about the milieu out of which a play has come.

Electronic media: Means of communication characterized by the use of technology, radio, computers, etc. (e.g. virtual reality).

Emotional recall: Remembering specific emotions such as fear, joy, anger, etc.

Environment: Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

Formal production: The staging of a dramatic work for presentation for an audience.

Ground plan: A floor plan for a scenic design as if seen from above.

Guided practice: A class or creative drama activity or dramatization prompted and/or facilitated by the teacher.

Imitate: To copy or mimic the actions, appearance, mannerisms, or speech of others.

Improvisation: The spontaneous use of body, voice and mind to explore, create or present theatre.

Independent practice: A group, partner or individual activity or dramatization developed and

executed by the student or students.

Intrapersonal: Existing or occurring within the individual self or mind.

Kinesthetic: Resulting from the sensation of bodily position, presence, or movement.

Master teacher: Recognized authority in a specific discipline of theatre.

Mood: The feeling a work of art gives.

Movement: An expression of ideas or thought through gesture or transfer of weight.

New art forms: The novel combination of traditional arts and materials with emerging technology (such as performance art, videodisks, virtual reality).

Non-western theatre: Theatre not originated in Europe or the United States such as theatre created and developed in Africa or Asia.

Objective: In theatre, the desired goal of a character that motivates action.

Pantomime: A situation where a performer relies totally on gesture, facial expression, and movement, rather than speech, for enactment of his material.

Plot: In literature, is the action of the story; in theatre, is the action of the story presented on stage.

Portfolio: Collected evidence representative of a student's work to include journal entries, technical design work, programs, original scripts or critiques, performance videos, research papers, and other items related to theatre study.

Production organization chart: A written and/or pictorial representation that demonstrates the structure and flow necessary to the development and presentation of a theatrical production.

Prompt book: The stage manager's copy of the script in which are noted all the blocking and technical cues.

Role: The characteristics and expected social behavior of an individual in a given position (e.g., mother, employer, etc.). Role portrayal is likely to be more predictable and one-dimensional than character portrayal.

Role playing: Improvising movement and dialogue to put oneself in another's place in a particular situation and often to examine the person(s) and/or situation(s) being improvised.

Senses: The means through which the body feels and perceives to include seeing, hearing, touching, smelling, and tasting.

Script: The written dialogue, description, and directions provided by the playwright.

Scenery: The scenery constructed for a theatrical performance.

Setting: When and where a story or drama takes place.

Side-coaching: A technique used during dramatic activities or rehearsals, in which the teacher offers suggestions or comments from the side to heighten and advance the action.

Situation: A combination of circumstances at a given moment.

Special effects: Visual or sound effects used to enhance a theatrical performance.

Subtext: Information that is implied but not stated by a character; thoughts or actions of a character that do not express the same meaning as the character's spoken words.

VISUAL ARTS

Purpose of Visual Arts

The K-12 visual arts program in the public schools:

- uses the elements of art and the principles of design as a foundation for exploring visual arts concepts and processes
- employs developmentally appropriate processes for teaching and learning that are based on activity-oriented methods.
- encourages disciplined creativity by using higher level critical thinking skills to identify problems, explore original solutions, and complete the problem solving process. This has practical application not only in visual arts, but in all areas of the curriculum and for life-long learning.
- utilizes reading, writing and math to explore art concepts and facilitate learning in these three areas.
- develops and promotes self-expression.
- makes enriching connections between and integrates visual arts and other curriculum areas.
- expands aesthetic and intellectual awareness through reading, writing, listening, researching, discussing, critiquing and reflective thinking.
- teaches how to use both traditional media and incorporates new technology to create art that is individual and expressive.
- builds knowledge and understanding of ideas, values, and beliefs of people in different times throughout history as communicated through visual art with the goal of developing visually literate students.
- challenges students to recognize their own ideas, values and beliefs and communicate them through visual arts.

Strands

The following strands run throughout the visual arts program and are guiding concepts for visual arts study at every grade level and in each high school course. For the purposes of this study, they are listed and defined as follows:

- **Perceiving** - To develop a conscious awareness of sensory stimuli.
- **Producing** - To use art media, tools and processes to communicate content, ideas and themes.
- **Knowing** - To identify, appreciate and/or understand the historical/cultural context, content and processes of art as it relates to the self and others.
- **Communicating** - To initiate an interchange of ideas through means of artistic expression that may include any or all of the multiple

intelligences (verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, and intrapersonal)

- **Evaluating** - An intuitive, informal or formal, critical response that results in an understanding or conclusion. A formal critical assessment includes describing, analyzing, interpreting, judging and reflecting. An intuitive informal assessment is based on personal likes and dislikes.
 - **Connecting** - To discover and understand integral, intrinsic relationships among other disciplines, life, individuals, ideas, skills and all learning.
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Definition

Visual arts is a term used for a broad category of different types of art. This category may include the traditional fine arts such as drawing, painting, printmaking, and sculpture; communication and design arts such as film, television, graphics, and product design; architecture and environmental arts such as urban, interior, and landscape; folk arts; and works of art such as ceramics, fibers, jewelry as well as works in wood, paper, and other materials.

Basis for Visual Arts

From the beginning of time, the compulsion to create a visual vocabulary has been as innate in every society as the desire to acquire a system of spoken symbols. Visual art from past civilizations is frequently one of the few remaining clues with the power to illuminate which values were held most dear. As we rediscover these fragments of mankind's puzzle and attempt to piece together our common humanity, the undeniable power of visual expression is an immutable and triumphant message. Today, every aspect of our designed environment will serve to explain who we are to those of the future.

If we study the growth and development of an individual child, the pattern of society to develop a multi-sensory means of communicating symbols and values is then clearly revealed as a reflection of the maturation process of every member of every society. A child discovers objects, those objects take on meaning, and this meaning is denoted and communicated through the various means of expression available to that child. The goal in educating every child must be to allow each to develop the most complete expression of self and potential, an expression that can occur only if all the senses are involved. In acquiring an education, the senses know no curricular boundaries. The purpose of education is to aid in the development of all children, that all children must be allowed to reach their full potential, and that this can only be accomplished by encouraging the use of all the communication skills they have as their birthright. Thus, the visual arts program seeks to provide visual literacy for every child by promoting fluency in the various modes of visual communication to include studio production, art history, aesthetics and criticism. Students learn the characteristics of visual arts by using a wide range of subject matter, media and means to express their ideas, emotions and knowledge. They evaluate the merits of their efforts and this assessment forms the basis for further growth that extends to all disciplines in school and to life in general.

Sequence of Visual Arts

The program outlined in this document is structured both to accomplish specific art objectives and embrace integrated concepts. To meet the Visual Arts

Program goals for each grade, students must be able to understand and apply concepts that become sequentially more complex.

Visual arts education is a multifaceted creative process. It includes the development of perceptual awareness and the ability to use materials expressively. In addition, creative and critical thinking are taught and identified as: generative, imaginative, metaphorical, analytical, synthetic, and collaborative. These components of the creative process are taught by using a variety of approaches that integrate history/appreciation, aesthetics, criticism, production of artwork, as well as reading and writing. As a result of visual arts study, students develop a life-long process for problem solving that has direct relevance to all other disciplines. Through participation in visual arts, students have the opportunity to recognize and celebrate the creativity and diversity inherent in all of us.

**Program
Continuity**

Throughout the curriculum objectives progress from one grade level to the next K-12. Some objectives may recur at more than one grade level; however, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. Teachers should modify objectives appropriately to meet the instructional and developmental needs of each student.

VISUAL ARTS GRADES K-2

Introduction

Education is an acquisition process characterized by both the "AHA!" moments of sudden understanding and the slower, less dramatic work of repetition until mastery is attained. What a child knows is a gradual accretion of increasingly complex facts, skills and concepts. In visual arts the purpose of education is to enable the learner to become visually literate and expressive at a level consistent with their intellectual, emotional and physical development. To reach their potential for visual expression, students:

- apply reading, writing and verbal skills
- use mathematics as a tool for understanding time, space and quantity
- integrate learning from other subject areas and
- explore a discrete body of knowledge about the art discipline that entails facts, concepts and skills.

All of these are placed in the context of the child's own knowledge of and perception about themselves and the world around them. As the child grows older their world broadens from immediate and near to a synthesis of the personal, factual, abstract and global.

The standard course of study in visual arts is based on the conviction that the acquisition of knowledge and attainment of depth in understanding is based on a sequential introduction of materials, skills, concepts and information that must be repeated and broadened as the child grows in maturity and learns from the experience. Therefore, subject matter introduced in kindergarten will be reinforced at each succeeding grade and augmented by the introduction of new information, concepts and processes. For example, sensory exploration of materials is critical for the kindergarten child. It is equally important for the fifth grader, but they also have other appropriate modes of learning.

Classroom Environment

In grades K-2 children tend to be egocentric and family focused. The relationship they have with adult caregivers at home will be transferred to teachers at school. Because of the attention young children give to judgements made by adults, great care should be given to how their work is evaluated. Their art is truly a record of their mental development and thinking process. The art classroom is an environment that encourages the growth of social skills such as self-reliance, cooperative behavior and courtesy as students share supplies, perform classroom tasks, and make and discuss their work. Therefore an evaluation of student work at this level should reflect the objectives of the project(s) and not an adult judgement about which is "best." Creating a competitive atmosphere is highly discouraged.

Instruction

Importance is placed on fostering student confidence by involving children in art activities directly related to their own experience. The development of observation skills helps children make discoveries in their own environment. Exploration of their imagination is as highly valued as awareness of their immediate surroundings. Eye and hand coordination increase through the manipulation of art media and tools. From creating typically rudimentary forms and using limited linear symbols for objects, students move toward

developing a rich and detailed vocabulary of shapes to express thoughts/ideas.

The Elements of Art and Principles of Design are an essential part of the basic curriculum of Mathematics, Language Arts, and Science: color is science; shape/volume, space, line, balance, and pattern are math; and texture enhances language. Through teacher directed reading, children are introduced to books which combine words and imagery about diverse subjects to stimulate imagination for the creation of their own art. Children learn that telling a story and explaining many things can be done with pictures, words and symbols. Art is a place where students naturally use all areas of the curriculum.

Discovering the art of other times and places expands the child's concept of time. Art History and Social Studies are strongly linked. Students learn that different types of art have been valued. Art history, aesthetics and criticism are introduced in primary terms. Visual arts encourages children to go beyond "I like it" to explain what they enjoy about a particular work of art.

VISUAL ARTS - Kindergarten

The study of visual arts begins in Kindergarten with the introduction of skills and concepts that will be completely new for most of the children. Because of the children's different developmental levels when entering Kindergarten, it is expected that this year will emphasize joyful exploration and discovery; mastery is a process that will require repetition at subsequent grades.

The emphasis at this level is on:

- Personal experience and/or imagination
- Exploring a variety of media to develop fine and gross motor skills
- Learning care and use of tools and equipment
- Following safety rules
- Family, five senses, counting, and retelling stories in pictures
- Learning about a variety of artists and art forms, including architecture
- Art elements - color, shape and line

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Use immediate environment, including family, home and surroundings, as source of ideas.
- 1.02 Use imagination as a source of ideas.
- 1.03 Understand and follow step-by-step presentation of art activities.
- 1.04 Begin to develop appropriate art vocabulary
- 1.05 Develop symbols for visual expression
- 1.06 Select color according to emotional appeal
- 1.07 Explore a variety of media
- 1.08 Create work that does not conform to adult standards of realism.
- 1.09 Select artwork they "like the best" and simply explain why.
- 1.10 Illustrate poems, stories and rhymes
- 1.11 Use all the senses to gain information and awareness about their environment.
- 1.12 Perhaps find inspiration from a variety of artwork.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard1)

Objectives

- 2.01 Become familiar with a limited number of basic art media, techniques and processes which may include:
 - Drawing - crayons, oil pastels, non-toxic markers, brushes, computers, pencils, sidewalk chalk
 - Cut paper - glue, scissors, folding, bending
 - 3-D - clay, paper, found objects, including wood scraps
 - Printmaking - stamps, gadgets, found objects, vegetables, monoprint

- Painting - tempera, watercolors, large brushes, sponges, finger paint
- Ceramics - pinch, coil, found stamps.
- 2.02 Explore media freely.
- 2.03 Develop fine and gross motor control
- 2.04 Utilize entire page when using 2-D materials.
- 2.05 Create a variety of lines, like thick and thin, curved or zigzag, etc.
- 2.06 Cut large and small shapes; double layers to produce identical shapes
- 2.07 Model clay by pressing; pulling, pinching, incising, stamping with found objects.
- 2.08 Create original pictures of self, others, animals and objects.
- 2.09 Render own thoughts and feelings visually.
- 2.10 Demonstrate proper use and care of materials and tools.
- 2.11 Use the art room rules for behavior, care and safety of equipment, tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Name and identify colors.
- 3.02 Identify primary and secondary colors.
- 3.03 Mix secondary colors
- 3.04 Identify different types of line: straight, crooked, curved, zig-zag, wide and thin.
- 3.05 Recognize that line can be used to define contour of shapes and forms.
- 3.06 Name different textures on surfaces, for example: rough, smooth, bumpy.
- 3.07 Identify geometric shapes: circle, square, rectangle, triangle, diamond and oval.
- 3.08 Recognize some shapes have names; some do not.
- 3.09 Begin to discuss his or her own work and that of others in terms of color, line, shape and texture.
- 3.10 Use the entire page as part of the composition.
- 3.11 Use solutions that do not rely on copying or tracing others work.
- 3.12 Recognize others may view or interpret differently.
- 3.13 Use his or her own ideas and feelings when creating artwork.
- 3.14 Respect the work of others when discussing art.
- 3.15 Explore a variety of materials.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

- 4.01 Create art depicting self, family, friends, pets, home, school and community.
- 4.02 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings.
- 4.03 Invent original and personal imagery from observation and imagination to convey meaning and not rely on copying or tracing another's work.
- 4.04 Find inspiration in the work of other artists from many cultures.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Recognize that people in many times and places have made art.
- 5.02 Recognize that art is created to fulfill personal and/or societal needs or purposes.

- 5.03 Recognize that an artwork may serve functional purposes.
- 5.04 Begin to relate to the concept of time personally ("when my grandfather was young..."), to famous people ("when George Washington was alive..."), and units of time (day, week, years).
- 5.05 Recognize that human beings create art to tell a story about their ideas and lives without words.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Relate important experiences in life to one's own art.
- 6.02 Accept others' work and ideas.
- 6.03 Recognize that no two people are alike; therefore, their artwork should be alike.
- 6.04 Begin to use art vocabulary for discussion.
- 6.05 Begin to describe and explain his or her own art and the art of others in response to guided questions.
- 6.06 Express one's feelings about a specific artwork.
- 6.07 Begin to understand there are varied responses to specific art works

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

- 7.01 Make use of commonalities in the subject matter of visual arts and other disciplines.
- 7.02 Begin to realize what each discipline encompasses.
- 7.03 Begin to observe that objects can be handmade or machine made and that both have value.
- 7.04 Use current technology to learn about art and create one's own artwork.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 Develop a positive attitude about working with art materials and the art making process.
- 8.02 Understand that people of all ages can enjoy making art based on shared knowledge of self, family and friends.
- 8.03 Begin to differentiate between man made objects and natural objects.

VISUAL ARTS - Grade 1

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Reading
- Recognizing that mistakes can be turned into creative opportunities
- Repetition, pattern, geometric shapes and texture
- Telling and recording original stories through art
- Observing how artists tell stories through their art

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Understand the purpose of the activity.
- 1.02 Uses logical sequence to complete an activity.
- 1.03 Develop fluency in use of symbols for visual expression.
- 1.04 Discuss and examine familiar objects and literature to inspire imagery.
- 1.05 Carefully observe and examine the world around them.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Become familiar with additional basic art media, techniques and processes which may include: fibers - papermaking and paper weaving.
- 2.02 Use various techniques to create visual effects using texture.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Use variety of geometric and organic shapes in creating own work.
- 3.02 Differentiates between geometric and organic shapes.
- 3.03 Recognize that pattern is created by repetition and uses pattern in own artwork.
- 3.04 Use a variety of techniques and imagery incorporating pattern and repetition.
- 3.05 Begin to explore more than one solution during the problem solving process.
- 3.06 Create visual textures with basic drawing, sculpture and painting tools.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.
(National Standard 3)

Objectives

- 4.01 Recognize that an artist's work has certain characteristics that distinguish it from that of others.
- 4.02 Create, discuss and/or write simple stories about one's own artwork.
- 4.03 Produce work that shows attention to detail in one's surroundings.
- 4.04 Use imagination to interpret environments other than one's own

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Recognize that art from other times and cultures does not look the same.
- 5.02 Recognize that artwork from many cultures can be made of material that the student has experienced (wood, stone, paint, etc.)

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Relate important ideas and feelings visually.
- 6.02 Begin to use one's mistakes as part of the creative process.
- 6.03 Recognize that mistakes can be turned into opportunities for creative problem solving.
- 6.04 Show understanding that sometimes artistic endeavors fail because of reasons beyond one's control.
- 6.05 Recognize that the use of art elements by the artist can tell a story, or describe a feeling or mood.
- 6.06 Discuss artwork using the design principle of repetition.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

- 7.01 Uses reading, writing and math in the creation of art.
- 7.02 Realize that advances in science and technology affect how things look and how they are done.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 Recognize the difference between manmade objects and natural objects.
- 8.02 Begin to understand that man made objects were all designed and made by someone.
- 8.03 Begin to understand that some adults make art just for fun and others make art as a job.

VISUAL ARTS - Grade 2

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Awareness of themselves and their own community
- Trying a variety of techniques and imagery to enhance the design solution
- Emphasis and movement
- Weather and seasons
- Recognizing how artists create mood/emotions in their work
- Reality and fantasy

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Understand the process involved in using the media.
- 1.02 Plan and organize for creating art.
- 1.03 Develop strategies for imagining and implementing images.
- 1.04 Refine the form of visual symbols to more accurately define concepts.
- 1.05 Recognize that in a world of imagination there is no right or wrong, but that some solutions are better than others.
- 1.06 Use experimentation to find solutions.
- 1.07 Recognize that diverse solutions are preferable to predetermined visual solutions.
- 1.08 Recognize that images from reality and from fantasy may be used to create original art.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Become familiar with additional art media, techniques and processes that may include: Cut paper - tape, and Printmaking - styrofoam, water soluble printing ink
- 2.02 Recognize specific media and processes
- 2.03 Express moods and feelings.
- 2.04 Produce visual effects and textures using each media.
- 2.05 Depict self and others in a variety of real and imaginary situations.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Incorporate a variety of lines in own artwork.
- 3.02 Use a horizon line to organize space.

- 3.03 Discuss how the viewer's eye moves through work of art.
- 3.04 Discuss and use opposites to create variety including big/little, light/dark, smooth/rough, tall/short, few/many.
- 3.05 Identify center of interest (emphasis) in a composition.
- 3.06 Create work which shows more complex organization.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

- 4.01 Create, discuss, and/or write about whether the content of their artwork is reality or fantasy.
- 4.02 Create fantasy environments.
- 4.03 Begin to recognize that an artist's background and experiences are important in shaping an artist's work.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Identify main purpose for an individual artwork.
- 5.02 Identify selected characteristics of art from a particular culture.
- 5.03 Identify selected medium/techniques or processes used for an individual artwork.
- 5.04 Become aware of the ideas of time and history (what came before and after).
- 5.05 Begin to realize that there have been diverse cultures in the world and each culture has produced art.
- 5.06 Recognize selected works of art from various cultures.
- 5.07 Discuss common themes such as families, community life, and beauty.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Begin to understand that the purpose for a work of art affects how a work is made.
- 6.02 Find diversity in art as a natural and positive expression of individuality.
- 6.03 Value art that does not rely on copying or tracing others' work.
- 6.04 Apply knowledge gained from a failure, mistake or accident to help achieve a more successful effort.
- 6.05 Discuss artwork using the design principles of repetition, emphasis, and movement.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objective

- 7.01 Understand that a major purpose of the arts is the creation of an original work.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 Begin to understand different ways people can make a living from creating works of art.
- 8.02 Discuss the involvement in art of people of all ages to include visiting museums, making art, reading or writing about art and artists, buying art, and teaching and volunteering in the arts.

VISUAL ARTS GRADES 3-5

Overview	In grades 3-5 children continue to be family centered, but an increasing emphasis will be placed on peer relationships. Students of this age still generally want to please the teacher, but they are not as demonstrative. This more independent behavior should not be construed as an indication that they care less about the teacher's opinion. The art classroom promotes self-discipline as students take responsibility for sharing space, and room and supply clean up. Respect for each other's opinions, work, and personal space must be encouraged.
Assessment	It is appropriate for the assessment process to be broadened to include self and peer participation in evaluating projects according to the established objectives. A noncompetitive atmosphere continues to promote student self-esteem.
Instruction	Students at this age display increased manual dexterity, however, their skills may not keep pace with their desire for increasingly realistic work. This may lead to self-consciousness and insecurity in their artistic ability. The teacher's role at this stage is to provide a positive working environment, facilitate growth of technical skills, and sharpen observational skills. Children use a broader range of subject matter and media. Ideas gained from independent reading are incorporated into their art. They grow more sophisticated in depicting movement, spatial relationships and emotions in their work.
Connections	Interdisciplinary connections are an inherent part of art. The transfer of the multi-stepped problem-solving process from one discipline to another is readily reinforced in these grades. The students realize that a sequence of choices or events leads to unique solutions in a variety of disciplines. The scientific method, math problem solving, the writing process, and completing an art assignment all follow the same pattern. Cognitively, students develop a sense of history, including an ability to distinguish between art created by different cultures. Students enjoy knowing and sharing information about various artists and the times in which they lived. A much greater verbal fluency, the incorporation of selected art vocabulary, and a focus on expressing oneself in a positive manner should typify class discussion about artwork. A variety of written genres may be used to reinforce and complement artistic expression.

VISUAL ARTS - Grade 3

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Research and personal interests
- Demonstrating ease in using a variety of media
- Use of space and balance in art
- Fables and myths, measurement, calligraphy, plants
- Differentiating between landscape, portrait and still life

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Expand the use of appropriate vocabulary.
- 1.02 Apply knowledge and concepts gained across the curriculum as a source of ideas for art.
- 1.03 Select color both for emotional appeal and realism.
- 1.04 Respond to positive attention and suggestions from others.
- 1.05 Discuss why one solution is better than another through comparison.
- 1.06 Refine images of self, pets, family, friends, and environment.
- 1.07 Elaborate on an idea or theme.
- 1.08 Develop the ability to work in small groups to reach a group goal which will be greater than any one individual might achieve alone.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Expands control and manipulation of the media and tools which may include the following:
 - Photography - sun prints
 - Drawing - chalk, fine and broad markers, colored pencils, creates a variety of lines with tip, point and side, computer and software.
 - Cut paper - papers, found objects, fibers, glue, sharp-edged scissors, curling, scoring and stapling, cutting a variety of single and multiple shapes.
 - 3-D - paper mache, small hand tools.
 - Printmaking - cardboard
 - Painting - liquid acrylics, large and small brushes, computer and software.
 - Ceramic - coil construction, compound pinch and slab, addition, smoothing, self-created stamps.
 - Fibers - Knotting, small hand looms for fibers.
- 2.02 Explore unique properties and potential of materials.

- 2.03 Demonstrate increased fine motor skills.
- 2.04 Develop familiarity with specific media and processes.
- 2.05 Interprets actual textures in a variety of media.
- 2.06 Create portraits, still lifes and landscapes from real life observation or memory.
- 2.07 Depict self and others in a variety of real and imaginary situations with increasing detail.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Explore differences among actual, imaginary and applied texture in discussion and production.
- 3.02 Create a variety of visual textures using computers and basic drawing, printmaking, sculpture and painting tools.
- 3.03 Identify geometric shapes: circle, square, rectangle, triangle, diamond, oval, octagon, and pentagon.
- 3.04 Use a variety of geometric and organic shapes in creating own work.
- 3.05 Compare objects in space through relative size and position including such things as: overlapping, foreground, middle ground, background, and amount of detail.
- 3.06 Develop ability to discuss his or her own work and that of others in terms of art elements.
- 3.07 Recognize composition is using the elements of art to create an artwork.
- 3.08 Achieve balance in compositions through use of like or different objects.
- 3.09 Develop repetition to create pattern in one's own artwork.
- 3.10 Respect the work of others when critiquing art.
- 3.11 Consider numerous solutions during the problem-solving process.
- 3.12 Recognize symmetrical and asymmetrical balance.
- 3.13 Mix tints and shades.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

- 4.01 Write fables and myths with details based on one's own artwork.
- 4.02 Use knowledge and imagination to interpret environments.
- 4.03 Interject personal point of view regarding one's own surroundings.
- 4.04 Interpret freely work by other artists, cultures or time periods to create original art.
- 4.05 Know, discuss, and/or write about how an artist's background and experiences are important in shaping that artist's work.
- 4.06 Know, discuss, and/or write about how an artist's environment and time makes one's own work different from that of other artists in other times or places.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Identify the main purposes for art in a society.
- 5.02 Differentiate between decorative and functional purpose in one's own artwork.
- 5.03 Identify specific works of art as belonging to a particular culture, time and place.
- 5.04 Identify media/techniques and processes used for an individual artwork.
- 5.05 Understand there have been many different cultures in the world and each culture

- has produced art.
- 5.06 Name selected artist.
- 5.07 Name selected works by an artist.
- 5.08 Recognize that cultures have different ideas about art.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Understand that the purpose for a work of art affects how it is made.
- 6.02 Recognize diversity in art as a natural and positive expression of individuality.
- 6.03 Express own ideas and feelings visually and with fluency.
- 6.04 Express what can be learned from a mistake or accident of one's own or others.
- 6.05 Apply knowledge gained from a failure situation to help achieve a more successful effort.
- 6.06 Critique art work using proper art vocabulary.
- 6.07 Express one's own thoughts and feelings about a specific artwork.
- 6.08 Critique artwork in relation to design principles: emphasis, movement, repetition, space, and balance.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

- 7.01 Begin to acknowledge similarities among all the arts including vocabulary, concepts, and use of composition.
- 7.02 Discuss how the artwork people produce reflects the times in which they live.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 Recognize that people can derive satisfaction from involvement with art.
- 8.02 Understand ways people can make a living from creating works of art.
- 8.03 Understand that people can make a living in art related fields.

VISUAL ARTS - Grade 4

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels. The emphasis at this grade level is on:

- The ability to organize and sequence
- Incorporating multi-step processes
- Value
- North Carolina history, animals, symmetry, narrative writing
- Exploring the art of North Carolina
- Recognizing the styles of individual artists
- Comparing and contrasting art movements

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Expand the sense of environment to include global awareness as a source of ideas for imagery.
- 1.02 Create work which approaches a higher level of realism.
- 1.03 Depict sequence of events in artwork.
- 1.04 Use complex symbols to fully explore ideas.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Know about and correctly use stitchery needles and small hand tools.
- 2.02 Use additional art media, techniques and processes which may include:
 - Fibers - stitchery, a variety of fiber weaving techniques, felting and quilting
 - Cut paper - complex symmetrical folding and cutting;
 - Sculpture - experiments with varied tools including small hand tools.
- 2.03 Increase skills with familiar materials.
- 2.04 Demonstrate one's own thought and feelings visually, using sequential, visual narrative.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Mix tints, shades and tones.
- 3.02 Differentiate horizontal, vertical, parallel, and diagonal lines.
- 3.03 Compare relative positions of objects in space through color intensity and value.
- 3.04 Exercise flexibility when approaching a problem-solving situation.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

- 4.01 Create extended visual narratives based on one's own life and experiences.
- 4.02 Discuss and/or write extended narratives based on one's own art.
- 4.03 Enumerate characteristics of artist's work that distinguish it from others.
- 4.04 Compare work of various artists' styles and cultures.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Recognize that art can serve more than one purpose and/or function in a given culture.
- 5.02 Make responses that are both knowledge-based and personal (objective and subjective).
- 5.03 Compare works of art from different times and cultures.
- 5.04 Compare works of art from one culture to that from another culture of the same time period.
- 5.05 Recognize an increased selection of works of art and artists.
- 5.06 Discuss themes which are most important to a particular culture.
- 5.07 Recognize that individuals are products of their own culture.
- 5.08 Explores the art and architecture of selected North Carolina artists.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Describe how people's experiences influence the development of specific artworks.
- 6.02 Understand experience varies from individual to individual and from culture to culture.
- 6.03 Critique artwork through the use of design principles: emphasis, movement, repetition, space, balance, and value.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

- 7.01 Recognize that in a particular place or time, shared beliefs or knowledge will affect the ideas, issues or themes in all disciplines.
- 7.02 Identify how technology affects how things look and how they are done.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 Discuss how some ways of making art are different than in the past but some are the same.
- 8.02 Discuss how there are art related jobs today that did not exist in the past such as photographer, videographer and computer artist.

VISUAL ARTS - Grade 5

The study of visual arts is cumulative and sequential to include learning introduced and emphasized previous grade levels. The emphasis at this grade level is on:

- Integrating and synthesizing subject matter, current events
- Evaluating results and recognizing which media will be successful in given situations
- Unity
- Cultures of the Americas, plants, interdependence
- Exploring the art of the Americas

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Use the imagination as a source for symbolic expression.
- 1.02 Practice a variety of methods of observation from different points of view to explore spatial relationships.
- 1.03 Use current events as a catalyst for the discussion and production of art.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Use additional art media, techniques and processes, which may include:
 - Drawing - charcoal
 - Printmaking - easy cut, mixed media, collographs
 - 3-D - wire
 - Photography - pin-hole cameras

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Recognize and apply the elements of art in an aesthetic composition.
- 3.02 Recognize and apply the design principles used in composition.
- 3.03 Develop repetition to create unity in one's own work.
- 3.04 Use variations to create interest in a composition.
- 3.05 Critique his or her own work and that of others in terms of design principles.
- 3.06 Recognize the validity of one's feelings and impressions when solving visual problems.
- 3.07 Recognize the value of intuitive perceptions in the problem-solving process when creating art.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Compare and contrast the work of various artists' styles and cultures.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Begin to recognize that art is the visual record of the history of mankind.
- 5.02 Identify selected characteristics that make art of a particular culture unique.
- 5.03 Apply a knowledge of belief systems of selected cultures as reflected in the artwork of those cultures.
- 5.04 Compare art of one culture to that of another culture or time.
- 5.05 Recognize selected individual style characteristics of an artist.
- 5.06 Compare and contrast selected major artists and artwork.
- 5.07 Demonstrate a sense of history (what came before and after) regarding cultures and works of art.
- 5.08 Recognize there are many universal themes in art throughout history.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Respond to questions relating to purpose and appropriateness of works including: Why do you think this artist painted this way? How do the materials the artist used help get across the idea of the artwork?
- 6.02 Critique artwork in relation to design principles: emphasis, movement, repetition, space, balance, value, unity.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

- 7.01 Identify similarities and differences between the visual arts and other disciplines.
- 7.02 Appreciate and speculate about how technology will precipitate additional artistic developments in the future.
- 7.03 Compare current technology to that of the past.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 Examine the choice of art as a profession.
- 8.02 Recognize that art provides an opportunity for life long learning.
- 8.03 Begin to recognize that the creation of art requires creative and critical thinking skills that are used throughout life.

VISUAL ARTS 6-8

Overview

In grades 6-8, students own art making becomes infused with a variety of images and approaches. They are very aware of popular culture and may want to incorporate elements from this culture into their art. Students learn to accept that other's preferences may differ from their own but begin to appreciate multiple artistic solutions and interpretations. Questions asked in response to artwork become more refined and probing. Study of historical and cultural context gives students insight into the role of visual arts as a record of human achievement. As they consider artworks in historical perspective, students begin to gain a clearer understanding of what they themselves value.

The sixth grade level emphasizes exploration and discovery of visual arts. Students begin to form a foundation of learning about visual arts and continue to increase appreciation of visual arts. At the seventh grade level students continue to develop and explore through creative experiences. Their foundation of understanding and appreciation become stronger and continues to build. With the transition to eighth grade, the emphasis becomes more introspective as students move to develop their own level of competence and personal style.

In visual arts, the goals for this grade span are related and parallel. The goals, content, instruction, students outcomes and evaluation methods should increase in sophistication and complexity at each ensuing grade.

What Students Learn

As a result of learning in visual arts, students should be critical thinkers able to creatively solve problems using their knowledge and intuitive interpretations. They should become holistic in their approach to problem solving, being able to accept and evaluate within the structure of everyday society. They should be able to exercise flexibility in thought and work successfully with others while still retaining confidence in their own individual strengths. The visual arts student should apply retained knowledge to "think outside the box," ensuring they are valuable and contributing members of a team.

Integration

Visual arts are inherent in the lives and learning of all societies and cultures throughout history. The arts bridge knowledge, imagery and aesthetics across the humanities, mathematics and science. As a result of this interconnectedness, visual arts penetrates all areas of study causing synthesis in understanding for the learner.

Diverse Abilities

At the middle school level, all students enter visual arts with many diverse abilities, experiences and exposure. An important aspect of study at this level is to address individual needs at the point where they enter the program. The visual arts curriculum is flexible and may be expanded or compacted to meet the needs of the individual learner.

VISUAL ARTS - Grade 6

The emphasis for the grade level is on:

- Using media
- Imagining and implementing images
- Elaborating on an idea or theme
- Applying the elements of art and the principles of design
- Art as a means of communication and persuasion
- Interpreting the environment
- Visual arts purpose and function in history and cultures
- Contributions of visual arts in various cultures
- Purposes for creating works of art
- Identifying connections, and similarities and differences
- The impact of technology on the arts
- Art as a vocation and avocation

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Plan and organize for creating art.
- 1.02 Explore strategies for imagining and implementing images.
- 1.03 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others.
- 1.04 Recognize and identify ideas that artists get from a variety of sources.
- 1.05 Understand that ideas evolve over time.
- 1.06 Develop perceptual awareness through the use of all senses.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Recognize the unique properties of various media.
- 2.02 Explore and identify the use of a variety of materials using proper vocabulary and terminology.
- 2.03 Differentiate among techniques and processes for working with each materials.
- 2.04 Discover the expressive potential of various media and techniques.
- 2.05 Use art materials and tools in a safe and responsible manner.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Recognize and discuss the elements and principles found in the environment.

- 3.02 Recognize and discuss the elements and principles of design in an aesthetic composition.
- 3.03 Recognize and discuss how diverse solutions are preferable to predetermined visual solutions.
- 3.04 Recognize and discuss the value of intuitive perceptions in the problem-solving process.
- 3.05 Recognize and discuss how artists use the elements and principles of design to impact the environment.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

- 4.01 Recognize and discuss art as a means of communication and persuasion.
- 4.02 Understand the use of life surroundings and personal experiences are used to express ideas and feelings visually.
- 4.03 Interpret the environment with realistic imagery.
- 4.04 Convey meaning through original imagery that does not rely on copying, tracing, patterns or duplicated materials.
- 4.05 Recognize and discuss the personal imagery and style of various artists.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Demonstrate an understanding that the visual arts have a history, purpose and function in all cultures.
- 5.02 Identify specific works of art as belonging to a particular culture, time and place.
- 5.03 Discover relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Recognize and discuss the existence of art movements, periods, and styles.
- 5.05 Recognize and discuss the existence of universal theme in art throughout history.
- 5.06 Recognize and discuss the aesthetic diversity of various cultures.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Describe various purposes for creating works of visual art.
- 6.02 Describe how people's experiences influence the development of specific artworks.
- 6.03 Acknowledge and discuss how other's work and ideas are unique expression of themselves.
- 6.04 Acknowledge and explain how unsuccessful efforts can be a constructive part of growth in the creative process.
- 6.05 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

- 7.01 Identify connections, similarities and differences between the visual arts and other disciplines.
- 7.02 Identify ways the art elements and design principles interrelate with other arts disciplines.
- 7.03 Identify characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.04 Identify how various technology affects visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 Develop and discuss an awareness of art as an avocation.
- 8.02 Develop and discuss an awareness of art as a profession.

VISUAL ARTS - Grade 7

The emphasis at this grade level is on:

- Organizing and creating art
- Development of ideas over time
- Techniques and processes for working with a variety of materials
- Using a variety of media and techniques
- The elements and principles of design
- Artistic solutions
- Interpreting the environment
- Inventing original imagery
- Aesthetic diversity of various cultures
- How art can meet its intended purpose
- How art elements and design principles relate to all arts areas
- The impact of future technology on the arts
- Art as a vocation or avocation

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Expand knowledge for organizing and creating art.
- 1.02 Develop strategies for imagining and implementing images.
- 1.03 Explore a variety of solutions in solving creative problems.
- 1.04 Understand and discuss that ideas from reality and from fantasy may be used to create original art.
- 1.05 Demonstrate the development of ideas across time.
- 1.06 Recognize and discuss the use of multiple senses in visual arts.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Identify various media techniques from visual examples.
- 2.02 Explore and identify the unique properties and potential of materials using proper vocabulary and terminology.
- 2.03 Learn various techniques and processes for working with each material.
- 2.04 Use a variety of media and techniques in an expressive manner.
- 2.05 Discuss and develop the concept of safety as it relates to art tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Explore and discuss the elements and principles of design found in the environment.
- 3.02 Explore and apply the elements and principles of design used in an aesthetic composition.
- 3.03 Explore and discuss that diverse solutions are preferable to predetermined visual solutions.
- 3.04 Explore and discuss the value of intuitive perceptions in the problem-solving process.
- 3.05 Explore and discuss the value of experimentation in the problem-solving process.
- 3.06 Explore and discuss how artists use the elements and principles of design to impact the environment.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

- 4.01 Use visual arts to persuade and communicate ideas.
- 4.02 Demonstrate the use of life surroundings and personal experiences to express ideas and meanings visually.
- 4.03 Interpret the environment through art.
- 4.04 Invent original imagery to convey meaning.
- 4.05 Explore how artists develop personal imagery and style.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Identify the history, purpose and functions of visual arts in various cultures.
- 5.02 Describe characteristics of specific works of art that belong to a particular culture, time and place.
- 5.03 Describe relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Explore and discuss the existence of art movements, periods, and styles.
- 5.05 Explore and discuss the existence of universal theme in art throughout history.
- 5.06 Explore the aesthetic diversity of various cultures.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Explain how a work of art can meet its intended purpose.
- 6.02 Identify the influences that had the greatest impact on a given work of art.
- 6.03 Explain how other's work and ideas as unique expression of themselves.
- 6.04 Incorporate constructive growth learned from unsuccessful efforts into the creative process.
- 6.05 Critique artwork evaluating meaning, feeling, mood and ideas in oral and written expression.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

- 7.01 Explain connections, similarities and differences between the visual arts and other disciplines.
- 7.02 Explain various ways the art elements and design principles interrelate with other arts disciplines.
- 7.03 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.04 Discuss and describe the impact future technology will have on visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 Identify and discuss visual arts as an avocation.
- 8.02 Identify and discuss how broad visual arts is as a profession.
- 8.03 Research how art provides an opportunity of involvement, both vocationally and avocationally.

VISUAL ARTS - Grade 8

The emphasis at this grade level is on:

- Planning and organizing for unique and original solutions
- Seeking inspiration from other artists
- Using increasingly complex ideas and original expressions
- Developing expressive media techniques to reach an original and personal solution
- Developing original solutions
- Using environmental imagery
- The history, purpose and function of visual arts
- Evaluating the effectiveness of a work of art
- Critiquing artwork
- Interpreting and analyzing
- Assessing the ways art enhances all aspects of life

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Plan and organize for unique and original solutions.
- 1.02 Refine strategies for imagining and implementing images.
- 1.03 Analyze various solutions to solving creative problems to determine which are better.
- 1.04 Solve problems using images from fantasy and reality.
- 1.05 Choose and apply the best ideas among those developed over time.
- 1.06 Develop solutions that incorporate the use of a variety of senses.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Discriminate in deciding the effectiveness of various media techniques to reach an artistic solution.
- 2.02 Apply materials such that their unique properties and potential impact the artistic solution.
- 2.03 Apply a variety of techniques and processes when working with each material.
- 2.04 Determine an original solution through expressive media techniques.
- 2.05 Understand the historical and personal implications of the proper use of tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Understand how artists use the elements and principles of design to impact their environment.
- 3.02 Develop original solutions that effectively apply the elements of art in an aesthetic composition.
- 3.03 Apply diverse original solutions in the problem solving process.
- 3.04 Apply intuitive perceptions in the problem-solving process.
- 3.05 Apply diverse experimental solutions in problem-solving.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

- 4.01 Communicate and persuade through visual arts.
- 4.02 Develop the use of life surroundings and personal experiences to express ideas and feelings visually.
- 4.03 Utilize environmental imagery to create artwork with personal meaning.
- 4.04 Invent original and personal imagery to convey ideas that are both personal and have meaning.
- 4.05 Develop personal imagery and style.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Consider the history, purpose and function of visual arts and analyze their impact on various cultures.
- 5.02 Explain the impact of a particular culture, time and place on a specific work of art.
- 5.03 Compare and contrast relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Explain the impact of art movements, periods, and styles.
- 5.05 Explain the impact universal themes in art throughout history have had on specific works of art.
- 5.06 Explain the impact of current culture on your personal style, attitude and techniques.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Evaluate the effectiveness of a work of art in meeting its intended purpose.
- 6.02 Evaluate the ways in which a work of art reflects or communicates the diverse experiences of the artist.
- 6.03 Interpret how a given work of art expresses the uniqueness of the individual artist.
- 6.04 Evaluate and reflect on the impact of various decisions made throughout the creative process.
- 6.05 Critique artwork evaluating purpose, tone and style in an oral or written expression.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

- 7.01 Interpret and analyze connections, similarities and differences between the visual arts and other disciplines.
- 7.02 Demonstrate various ways the art elements and design principles interrelate within all arts disciplines.
- 7.03 Compare and contrast characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.04 Apply various technologies in order to effect visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 Assess the ways art enhances all aspects of life.
- 8.02 Assess the criteria to pursue visual arts as a profession.

VISUAL ARTS 9-12

Description

The High School visual arts program will build upon prior art knowledge and experience developed through study at the elementary and middle school levels. The six strands - perceiving, producing, knowing, communicating, evaluating, and connecting - provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students will build upon their cumulative knowledge and experience of art in order to grow in their ability to describe, interpret, evaluate, respond, and produce. They continue to use a wide range of subject matter, symbols, meaningful images, and visual expression. Visual arts programs at this level generally consist of Art I through IV along with a wide variety of additional art courses that may be offered by individual schools. Any of these courses can be used to help students meet the education goals for a comprehensive visual arts program. It is the responsibility of teachers and students to choose from among the array of possibilities offered to accomplish specific education objectives in specific circumstances.

Program

As one progresses from course to course in high school, problems become increasingly more challenging and demand greater knowledge. Art experiences move from the simple to the complex. They build from self to others, from familiar to unfamiliar, from the immediate environment to ever expanding ones, from general to more specific, from less abstract to more abstract, and from differentiated to more differentiated forms. Sequenced instruction enables students to develop and advance their understanding and application of visual art concepts and skills from foundation level in Art I to the higher level of sophistication in Art IV, even though the goal and objective remains the same. A student in Art I who is planning and organizing to create artwork, is doing so with a rudimentary understanding of what is meant by planning and organizing. A student in Art IV who is planning and organizing to create artwork, is planning with an accumulated knowledge of processes, skills, techniques, understanding of other artists and media that has been acquire over time. This latter student makes more informed and sophisticated choices about planning and organizing.

As an example, students in Art I learn about color and color theory – what it is and how it is used – usually at the teachers' direction. In Art II students make choices as well as use and apply color and color theory with greater fluency and flexibility to solve an assigned problem. In Art III students make more informed independent choices about the use of color and expressing thoughts and ideas with its use. In Art IV, students create color usage in innovative ways.

Classroom Work

Classroom work is composed of comprehensive and sequential experiences that promote and emphasize students' development of independent, creative and complex thinking. Instruction focuses on artistic inquiry, reflective thinking and problem-solving skills. Students learn vocabulary and concepts associated with various types of work in visual arts study. They are empowered to think and reason in visual ways.

Flexibility	High school course work is designed to meet individual needs of students with a wide range of ability levels. Some students have had art sequentially in grades K-8, some have had limited visual arts instruction, while others have had private art instruction outside the public school or may be virtually self-taught. The standard course of study in visual arts is designed to have enough flexibility to allow for variations in students' backgrounds. It is designed to further enhance and develop their ability to reach goals and objectives and to reach their highest level of potential. Students follow a sequential and challenging program. They are introduced to new ideas and concepts that require commitment to learning, self-discipline and the use of imagination.
Diverse Abilities	At this level, students' knowledge, experiences and abilities vary widely which yields a diverse population of learners. Artworks of growing depth, sophistication and technical fluency reflect the students' emotional, intellectual and physical maturation. Students develop increasing abilities to pose insightful questions about critical, analytical, historical and creative processes of art. They use these questions to examine works of art and express evolved ideas about visual relationships, aesthetic qualities, artistic character and the nature of human involvement relating art to life.
Outcomes	Through visual arts courses students learn to use art media, techniques and processes to communicate context, ideas and themes. They are encouraged to develop an understanding of the relationship among art forms, and between their work and the work of others. They are able to relate understandings about the historical and cultural context of art to situations in contemporary life. They are expected to develop a broad and in-depth understanding of the meaning and impact of visual arts and the visual world in which they live.

VISUAL ARTS I

Art I is designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels. It is the foundation level for art study throughout high school. The course is primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories, and historical developments. Students will have experiences in producing two-dimensional and three-dimensional artworks. The course emphasizes the study of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art room. The approach to art experiences during this time is experimental in terms of materials. Students are provided a strong foundation in design, drawing and vocabulary in a teacher-structured environment. Problem solving and decision making are emphasized throughout Art I.

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Plan and organize for creating art.
- 1.02 Devise and use strategies for imagining and implementing images.
- 1.03 Create multiple solutions in problem solving and discuss that some solutions are better than others.
- 1.04 Recognize and discuss that concepts and images from a variety of sources can be used to create original art.
- 1.05 Show how ideas develop and evolve over a period of time.
- 1.06 Manipulate sensory stimuli to develop perceptual awareness.
- 1.07 Use the vocabulary of art in written and oral form.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Explore and discuss unique properties and potential of art materials.
- 2.02 Demonstrate techniques and processes for working with each art material.
- 2.03 Communicate and express ideas through a variety of materials and techniques.
- 2.04 Evaluate and select materials, techniques and processes to facilitate the creation of artwork
- 2.05 Demonstrate the safe and responsible use of tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Recognize, apply and evaluate the elements of art in an aesthetic composition.
- 3.02 Recognize, apply and evaluate the design principles used in composition.
- 3.03 Use intuitive perception to solve problems.
- 3.04 Use experimentation to solve problems.

- 3.05 Use critical thought and analysis in the problem-solving process.
- 3.06 Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

- 4.01 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually.
- 4.02 Interpret the environment through art.
- 4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
- 4.04 Research and discuss how artists develop personal imagery and style.
- 4.05 Apply subjects, symbols and ideas in artworks and use the skills gained to solve problems in daily life.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Know that the visual arts have a history, purpose and function in all cultures.
- 5.02 Identify specific works of art as belonging to particular cultures, times and places.
- 5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Describe the existence of art movements, periods, and styles.
- 5.05 Describe universal themes that exist in art throughout history.
- 5.06 Recognize and discuss that cultures have different aesthetics and each individual is a product of his or her culture.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Describe the various purposes for creating works of visual art.
- 6.02 Describe how people's experiences influence the development of specific artworks.
- 6.03 Accept other's work and ideas as unique expression of themselves.
- 6.04 Explain why what is not understood is sometimes devalued.
- 6.05 Explain how the constructive role of failure is often a part of the creative process.
- 6.06 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.
- 6.07 Explain the varied responses to specific artworks.
- 6.08 Accept and offer constructive criticism.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

- 7.01 Identify connections, similarities and differences between the visual arts and other disciplines.
- 7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.

- 7.03 Read about and discuss universal themes that exist within the arts disciplines.
- 7.04 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.05 Discuss and explain how current technology impacts visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 List and discuss art related avocations.
- 8.02 List and discuss art professions.
- 8.03 Articulate how art provides an opportunity for lifelong learning.

VISUAL ARTS II

Art II builds on the student's technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in Art II in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner which allows for independent choices and personal solutions to problems. The approach to art experiences is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed in Art II.

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Plan and organize for creating art.
- 1.02 Develop strategies for imagining and implementing images.
- 1.03 Discuss the qualities of multiple solutions and devise a framework for making good choices.
- 1.04 Acquire concepts and images from a variety of sources to create original art.
- 1.05 Show how ideas develop and evolve over a period time.
- 1.06 Develop perceptual awareness through the use of all senses.
- 1.07 Expand a working knowledge of the vocabulary of art.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Continue to explore unique properties and potential of materials and media.
- 2.02 Use appropriate techniques and processes for working with each material.
- 2.03 Communicate and express ideas through a variety of materials and techniques.
- 2.04 Evaluate and select materials, techniques and processes to facilitate the creation of work.
- 2.05 Demonstrate the safe and responsible use of tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Recognize, apply and evaluate the elements of art in an aesthetic composition.
- 3.02 Recognize, apply and evaluate the design principles used in composition.
- 3.03 Demonstrate the value of intuitive perceptions in the problem-solving process.
- 3.04 Demonstrate the value of experimentation in the problem-solving process.
- 3.05 Demonstrate the value of critical thought and analysis in the problem-solving process.

- 3.06 Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

- 4.01 Use life surroundings and personal experiences to visually express ideas and feelings.
- 4.02 Interpret the environment through art.
- 4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
- 4.04 Research and demonstrate how artists develop personal imagery and style.
- 4.05 Apply subjects, symbols, and ideas in artworks and use the skills gained to solve problems in daily life.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Know that the visual arts have a history, purpose and function in all cultures.
- 5.02 Identify specific works of art as belonging to particular cultures, times and places.
- 5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Research and write about the existence of art movements, periods, and styles.
- 5.05 Research and write about the existence of universal themes in art throughout history.
- 5.06 Recognize that cultures have different aesthetics and each individual is a product of his or her culture.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Understand there are various purposes for creating works of visual art.
- 6.02 Describe how people's experiences influence the development of specific artworks.
- 6.03 Accept other's work and ideas as unique expression of themselves.
- 6.04 Recognize that what is not understood is sometimes devalued.
- 6.05 Recognize the constructive role of failure as a part of the creative process.
- 6.06 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.
- 6.07 Understand there are varied responses to specific artworks.
- 6.08 Accept and offer constructive criticism.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

- 7.01 Identify connections, similarities and differences between the visual arts and other disciplines.

- 7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.
- 7.03 Further explore universal themes that exist within the arts disciplines.
- 7.04 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.05 Develop the use of current technology and its impact on visual arts.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 Develop an awareness of art as an avocation.
- 8.02 Develop an awareness of art as a profession.
- 8.03 Discover that art provides an opportunity for lifelong learning.
- 8.04 Investigate the necessary preparation to pursue various careers in visual arts.

VISUAL ARTS III

Art III builds on skills from Art II with a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism and art history. Teachers help students form goals, become familiar with careers, and develop work habits of professionals. Knowledge of the arts in relation to culture, history, other disciplines, and careers will be promoted through visual, verbal, and written means. Art history, criticism, and aesthetics will be studied in conjunction with selected artworks and will lead to development of a personal philosophy of art. In Art III, students will assemble a portfolio based on technical quality, personal style, direction, and its intended purpose.

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Plan and organize for creating art.
- 1.02 Develop strategies for imagining and implementing images.
- 1.03 Develop multiple solutions, discuss their quality, and apply to creative problem solving.
- 1.04 Utilize concepts and images from a variety of sources to create original art.
- 1.05 Show how ideas develop and evolve over a period of time.
- 1.06 Continue to develop perceptual awareness through sensory stimuli.
- 1.07 Continue to expand a working knowledge of the vocabulary of art.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Continue to explore unique properties and potential of materials and media.
- 2.02 Utilize techniques and processes for working with each material.
- 2.03 Communicate and express ideas through a variety of materials and techniques.
- 2.04 Evaluate and select materials, techniques and processes to facilitate the creation of artwork.
- 2.05 Demonstrate the safe and responsible use of tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Recognize, apply and evaluate the use of elements of art in an aesthetic composition.
- 3.02 Recognize, apply and evaluate the design principles used in composition.
- 3.03 Assess the value of intuitive perceptions in the problem-solving process.
- 3.04 Assess the value of experimentation in the problem-solving process.
- 3.05 Assess the value of critical thought and analysis in the problem-solving process.

- 3.06 Demonstrate the ability to form and defend judgements about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

- 4.01 Further expand the use of life surroundings and personal experiences to express ideas and feelings visually.
- 4.02 Interpret the environment through art.
- 4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
- 4.04 Explore and compare how artists develop personal imagery and style.
- 4.05 Apply subjects, symbols, and ideas in artworks and use the skills gained to solve problems in daily life.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Know that the visual arts have a history, purpose and function in all cultures.
- 5.02 Identify specific works of art as belonging to particular cultures, times and places.
- 5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Recognize and differentiate the existence of art movements, periods, and styles.
- 5.05 Recognize, identify and classify universal themes in art throughout history.
- 5.06 Recognize and identify different aesthetics among cultures and the impact of the culture and aesthetics on the individual.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Understand there are various purposes for creating works of visual art.
- 6.02 Describe and analyze how people's experiences influence the development of specific artworks.
- 6.03 Accept other's work and ideas as unique expression of themselves.
- 6.04 Recognize that what is not understood is sometimes devalued.
- 6.05 Recognize the constructive role of failure as a part of the creative process.
- 6.06 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.
- 6.07 Understand, compare and explain there are varied responses to specific artworks.
- 6.08 Accept and offer constructive criticism.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

- 7.01 Identify connections, similarities and differences between the visual arts and other disciplines.

- 7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.
- 7.03 Utilize universal themes that exist within the arts disciplines.
- 7.04 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.05 Continue to develop the use of current technology and its impact on visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 Develop an awareness of art as an avocation.
- 8.02 Develop an awareness of art as a profession.
- 8.03 Discover that art provides an opportunity for lifelong learning.
- 8.04 Develop a plan for preparation for further study in visual arts beyond high school.

VISUAL ARTS IV

In Art IV students develop, clarify, and apply their philosophy of art and art making developed in Art III through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. Exceptional initiative, serious involvement, and commitment are expectations of the Art IV student. A portfolio evidencing high quality, a broad base of knowledge, and in-depth understanding of personal art forms is developed and refined. Students take part in planning and installing an exhibition of their work.

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Plan and organize for creating art.
- 1.02 Develop strategies for imagining and implementing images.
- 1.03 Develop multiple solutions, discuss their quality, and apply to creative problem solving.
- 1.04 Evaluate and refine concepts and images from a variety of sources to create original art.
- 1.05 Show and evaluate how ideas develop and evolve over a period of time.
- 1.06 Continue to develop perceptual awareness through sensory stimuli.
- 1.07 Cultivate a working knowledge of the vocabulary of art.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Focus exploration on the unique properties and potential of materials and media.
- 2.02 Refine techniques and processes for working with each material.
- 2.03 Communicate and express ideas through a variety of materials and techniques.
- 2.04 Evaluate and select materials, techniques and processes to facilitate the creation of artwork.
- 2.05 Demonstrate the safe and responsible use of tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Recognize, apply and evaluate the use of elements of art in an aesthetic composition.
- 3.02 Recognize, apply and evaluate the design principles used in composition.
- 3.03 Assess the value of intuitive perceptions in the problem-solving process.
- 3.04 Assess the value of experimentation in the problem-solving process.
- 3.05 Assess the value of critical thought and analysis in the problem-solving process.
- 3.06 Demonstrate the ability to form and defend judgements about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

- 4.01 Refine and clarify the use of life surroundings and personal experiences to express ideas and feelings visually.
- 4.02 Interpret the environment through art.
- 4.03 Invent, develop and refine original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
- 4.04 Explore, compare and assess how artists develop personal imagery and style.
- 4.05 Apply subjects, symbols, and ideas in artworks and use the skills gained to solve problems in daily life.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Know that the visual arts have a history, purpose and function in all cultures.
- 5.02 Identify specific works of art as belonging to particular cultures, times and places.
- 5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Recognize, differentiate and evaluate the existence of art movements, periods, and styles.
- 5.05 Recognize, identify, classify and evaluate universal themes in art throughout history.
- 5.06 Recognize and identify different aesthetics among cultures and the impact of the culture and aesthetics on the individual.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Understand there are various purposes for creating works of visual art.
- 6.02 Describe, analyze and assess how people's experiences influence the development of specific artworks.
- 6.03 Accept other's work and ideas as unique expression of themselves.
- 6.04 Recognize that what is not understood is sometimes devalued.
- 6.05 Recognize the constructive role of failure as a part of the creative process.
- 6.06 Critique artwork using verbal and written expression incorporating: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas.
- 6.07 Understand, compare and evaluate the varied responses to specific artworks.
- 6.08 Accept and offer constructive criticism.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

- 7.01 Identify connections, similarities and differences between the visual arts and other disciplines.
- 7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.
- 7.03 Utilize and appraise universal themes that exist within the arts disciplines.
- 7.04 Compare and synthesize characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.05 Continue to develop the use of current technology and its impact on visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 Develop an awareness of art as an avocation.
- 8.02 Develop an awareness of art as a profession.
- 8.03 Discover that art provides an opportunity for lifelong learning.
- 8.04 Refine their portfolio and its presentation for job interviews and college placement.

VISUAL ARTS - All Other Electives

Other art course offerings are designed to reinforce and build on knowledge and skills developed through the competency goals. The six basic strands – perceiving, producing, knowing, communicating, evaluating, connecting – provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment to develop an increasing awareness of sensory stimuli. They have experiences in producing two-dimensional and/or three-dimensional artworks using a variety of media, techniques and processes, which are specific to the art course offered. As a result, their thoughts and ideas will be communicated creatively. The student's imagination is challenged to foster reflective thinking and develop disciplined effort and problem-solving skills. Oral and written analysis and evaluation of art works will develop critical thinking skills. An understanding of the connections that the arts have to culture, history, other disciplines, and careers will be developed. These courses will be developed by individual school systems according to the needs of their students. Advanced levels of other art course offerings should reflect the appropriate focus level, competency goals, and objectives.

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Plan and organize for creating art.
- 1.02 Develop strategies for imagining and implementing images.
- 1.03 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others.
- 1.04 Recognize that images from reality and from fantasy may be used to create original art.
- 1.05 Show development of ideas across time.
- 1.06 Develop perceptual awareness through the use of all senses.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Explore unique properties and potential of materials.
- 2.02 Learn techniques and processes for working with each material.
- 2.03 Use different media and techniques expressively.
- 2.04 Use art materials and tools in a safe and responsible manner.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Recognize and apply the elements of art in an aesthetic composition.

- 3.02 Recognize and apply the design principles used in composition.
- 3.03 Recognize that diverse solutions are preferable to predetermined visual solutions.
- 3.04 Recognize the value of intuitive perceptions in the problem-solving process.
- 3.05 Recognize the value of experimentation in the problem-solving process.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

- 4.01 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually.
- 4.02 Interpret the environment through art.
- 4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
- 4.04 Explore how artists develop personal imagery and style.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Know that the visual arts have a history, purpose and function in all cultures.
- 5.02 Identify specific works of art as belonging to particular cultures, times and places.
- 5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Recognize the existence of art movements, periods, and styles.
- 5.05 Recognize the existence of universal theme in art throughout history.
- 5.06 Recognize that cultures have different aesthetics and each individual is a product of his or her culture.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Understand there are various purposes for creating works of visual art.
- 6.02 Describe how people's experiences influence the development of specific artworks.
- 6.03 Accept other's work and ideas as unique expression of themselves.
- 6.04 Recognize the constructive role of failure as a part of the creative process.
- 6.05 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.
- 6.06 Understand there are varied responses to specific artworks.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

- 7.01 Identify connections, similarities and differences between the visual arts and other disciplines.
- 7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.
- 7.03 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.04 Recognize how current technology affects visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 Develop an awareness of art as an avocation.
- 8.02 Develop an awareness of art as a profession.
- 8.03 Discover that art provides an opportunity for lifelong learning, both vocationally and avocationally.

GLOSSARY

Visual Arts Standard Course of Study

Acrylic Paint: A fast-drying synthetic paint made from acrylic resin.

Aesthetics: The study or theory of the beautiful, in taste or art.

Analogous Colors: Colors that are closely related to each other because a common color can be found; for example: blue, blue-violet, violet colors.

Analysis: Identifying and examining separate parts as they function independently and together in creative works and study of visual arts.

Asymmetrical: A type of balance where elements are arranged differently on each side of an imaginary midline.

Background: The area that appears to be farthest away or behind the other objects.

Balance: Parts of a picture arranged symmetrically or asymmetrically so that areas seem to have equal visual weight.

Ceramics: Functional and decorative objects made from clay.

Clay: A pliable natural earth.

Collograph: A printing block made from objects and textures glued to a surface.

Color: An element of art defined as the effect of light reflecting from an object onto the eye.

Composition: Organization of elements in space.

Concept: An abstract general notion; an idea.

Content: In visual arts, the meaning of an image, beyond its overt subject matter, including the emotional, intellectual, symbolic, thematic, and narrative connotations.

Context: A set of interrelated conditions (such as social, economic, political) in visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts, and that define specific cultures and eras.

Creative Thinking: Able to see and make things in a new or different way.

Critical Thinking: Shows or requires careful analysis before judgment.

Criticism: The art, process, or principles used to analyze and judge literary or artistic works.

Design: To create a work of art by combining elements of art into a planned whole.

Elements of Art: Those components that make up a composition: line, value, space, texture, shape/form and color.

Experimentation: To search out by trial.

Expression: In visual arts, a process of conveying ideas, feelings, and meanings, through selective use of communicative possibilities.

Felting: The process of making non-woven fabric from fibers through the application of heat, moisture and pressure.

Foreground: The area that appears to be nearest and in front of the other objects.

Geometric: Shapes that are made using specific mathematical formulas and are named such as circle, hexagon, etc.

Image: A physical likeness or representation of a person, animal, or thing, photographed, painted, or sculptured; a thought from the imagination made visible.

Imagery: Mental images.

Imagination: The process of creating a mental picture of something that is unlike things one has seen.

Incising: Scratching lines into a surface.

Intensity: Refers to the brightness or dullness of a color; amount of saturation.

Intuitive: Perceived immediately by the mind, instinctive knowledge or feeling.

Line: The path of a moving point that is made by a tool, instrument, or medium as it moves across an area.

Loom: A device used for weaving.

Medium/Media: Materials used to create an image.

Middle Ground: The area that appears between the foreground and background.

Monoprint: One print, that can not be duplicated, made by pressing paper onto an inked or painted surface.

Movement: In visual arts, the direction or flow in artwork.

Organic: Any living or natural shape that is not geometric.

Paper-mache: Paper pulp mixed with wheat paste and molded into three-dimensional forms.

Paper Making: The process of creating paper using water, fibers, or recycled papers.

Pattern: A principle of design where an element or combination of elements are repeated in a planned way.

Perception: Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images and feelings.

Perceptual Awareness: Knowing, discerning as a result of perceiving or insight, intuition.

Photography: The art or process of producing images by the action of light on surfaces sensitized by chemical processes.

Pin Hole Camera: A camera, usually handmade, that uses a pin hole aperture in place of a lens.

Portrait: Artwork that shows the face or figure of a person.

Primary Colors: The basic colors that can't be reduced into component colors and can be used to mix all other colors.

Principles of Design: The way the elements of art such as balance, movement, pattern/repetition, unity/variety and emphasis are used to create a composition.

Printing Ink: Ink used specifically for printing.

Printmaking: The art of using a printing plate or stamp to create one or a series of multiple originals called prints.

Process(es): Progressive course(s), a series of changes, a method of creating.

Quilting: The process of making art using two or more layers of fabric that are then stitched in a pattern through all the layers.

Repetition: A principle of design, where an element is used more than once.

Score: In paper sculpture, to crease using a semi-sharp object for easy folding; in clay, to slash or cut before joining pieces.

Sculpture: Carved, cut, hewn, cast, molded, welded or assembled into three dimensional representations, forms, or figures.

Secondary Colors: Colors made by mixing two primary colors. When red, yellow and blue are used as primary colors, the secondary colors are orange, green and violet.

Shade: A dark color achieved by changing the value of a color by adding black.

Space: An element of art that is the area in and around objects in a composition.

Still Life: An arrangement of inanimate objects.

Stitchery: Artwork made by using a needle and thread or yarn to create a design.

Style: An artist's special way of creating art; the style of an artwork helps determine how it is different from other artworks.

Symbol: An image, sign, or element, such as color, that is understood, by convention or context, to suggest some other meaning.

Symmetrical/Symmetry: A type of balance in which elements are arranged the same on each side of an imaginary line.

Technique: A special way to create artwork, often by following a step-by-step procedure.

Technology: Electronic media (such as video, computers, compact discs, lasers, audio tape, satellite equipment) used as tools to create, learn, explain, document, analyze, or present artistic work or information.

Texture: An element of art that is the way an object feels or looks like it feels.

Tint: A light color achieved by changing the value of a color by adding white.

Tone: A color mixed with black and white, a grayed color.

Unity: A principle of design which is the quality of having all parts look as if they belong together; achieved by proximity or repetition.

Value: An element of art that describes the relative lightness or darkness of a color.

Variety: Differences achieved by changing elements in a composition to add interest.

Weaving: A process and product created by interlacing strands of material.



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